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AUTHOR Beaumier, Jean-Paul
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ABSTRACT

The Commission d'evaluation de l'enseignement collegial in Quebec evaluated the implementation of general education in all of the institutions offering programs leading to a Diploma of College Studies (DEC). Seventy-five institutions were covered by the evaluation: 49 public colleges, 20 subsidized private colleges, and six institutions reporting to a government department or to a university. Because some institutions have more than one site or offer general education to several clienteles, the commission produced 87 evaluation reports. This exercise took place between the fall of 1997 and the fall of 2000. After completion, it appeared that, generally, students received a quality education in most college institutions. The education offered was quality in 60 cases, presented strengths and weaknesses in 22 cases, and was problematic in five cases. Recommendations include: (1) revision of the ministerial guidelines for the first course of Langue d'enseignement et litterature (Language of Instruction and Literature in French) to allow the creation of two options--the first would focus on literature, the second on literature and the consolidation of written French; (2) Humanities teachers should include a better diversification of content and instruction methods in their courses; (3) a minimum standard in the Second Language courses should be identified; and (4) Physical Education teachers should review the educational contents of their courses and develop new teaching methods. Appended are an analysis of data on academic success and student progress, a description of the commission's approach, various tables of statistics, lists of advisory committee members and outside experts, and an explanation of criteria used. (EMH)

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SUMMARY REPORT

EVALUATION OF THE IMPLEMENTATION OF THE GENERAL EDUCATION COMPONENT OF PROGRAMS OF STUDIES

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SUMMARY REPORT

Evaluation of the Implementation of the General Education Component of Programs of Studies

Commission d'évaluation de l'enseignement collégial
January 2001

This document was prepared and written by
Jean-Paul Beaumier, Research Officer

Research Collaboration
Paul Vigneau (student progression analysis) and Lili Losier, Research Officers.

The following have also contributed to the preparation of this document : Hélène Bergeron, Chantal Bouchard, Guy Carreau, Jean-Pierre Gaudreau, Gilberte Jean, Jean Perron and Yves Prayal.

Secretariat : Ginette Lepage

Each Visiting Committee was chaired by one of the three commissioners, Louise Chené, Jacques L'Écuyer and Louis Roy.

Project Coordinator : Claude Moisan

The research officers of the Commission have also acted as Secretary of the Visiting Committees and have written the evaluation reports. They are : Jean-Paul Beaumier, Hélène Bergeron, Chantal Bouchard, Joce-Lyne Biron, Alice Dignard, Benoît Girard, Hélène L'Heureux, Bengt Lindfelt, Lili Losier, Claude Marchand, Claude Moisan, Jean Perron, Micheline Poulin, Yves Prayal, Denis Savard, Richard Simoneau, Paul Vigneau, André Vincent.

Commission d'évaluation de l'enseignement collégial
8, rue Cook, 1er étage
Québec (Québec) G1R 5P4
E-mail : info@ceec.gouv.qc.ca
Web site : http//www.ceec.gouv.qc.ca

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Overview

The Commission d'évaluation de l'enseignement collégial evaluated the implementation of general education in all of the institutions offering programs leading to a Diploma of College Studies (commonly called a DEC, from the French *Diplôme d'études collégiales*). Seventy-five institutions were covered by the present evaluation : 49 public colleges, 20 subsidized private colleges and 6 institutions reporting to a government department or to a university. Because some institutions have more than one site or offer general education to several clientèles, the Commission produced 87 evaluation reports. This exercise took place between the Fall of 1997 and the Fall of 2000.

Results of the Evaluation

After completion of the evaluation process of the implementation of general education, the Commission can assert that students receive a quality education in most college institutions. The Commission has concluded that the education offered was a quality education in sixty cases, presented strengths and weaknesses in twenty-two cases and was problematic in five cases. Moreover, the targets set by the renewal, in particular those concerning general education, are well in the process of being achieved.

Main Observations

General Education Common to All Programs

The implementation of general education courses common to all programs has seen a real appropriation by colleges of the educational intentions ensuing from the renewal. As a general rule, ministerial guidelines are respected and the learning activities are selected to ensure the achievement of objectives in each course. Certain aspects nonetheless require some adjustments. The nature and extent of improvements to be made vary from one discipline to another.

Langue d'enseignement et littérature (francophone cegeps)
Language of Instruction and Literature (anglophone cegeps)

Teachers of Language of Instruction and Literature and of *Langue d'enseignement et littérature* have, in general, met the expectations placed upon them. General education courses common to all programs have been revised in accordance with the objectives and standards assigned to them. The content of the first course of *Langue d'enseignement et littérature* is often too demanding for many students who are not sufficiently prepared and do not master writing skills in French. The success rate in this course attests to this difficulty. The Commission was thus led to recommend the revision of the ministerial

guidelines for the first course of *Langue d'enseignement et littérature* to allow the creation of two options, following the example of the ministerial guidelines for the first course of Language of Instruction and Literature. The first option would focus on literature, the second on literature and the consolidation of written French. To improve the situation, the Commission also recommends that the class sizes which require more student supervision be reduced.

Philosophy and Humanities

The Philosophy and Humanities courses are generally in compliance with the educational objectives of the ministerial guidelines. The main challenge facing the teachers of Philosophy in the next few years is to increase the interest of students in their discipline. The introduction of a set of themes in the first Philosophy course as well as a better diversification of content and teaching methods are all avenues worth further exploration. The Commission formulates two recommendations in this respect.

The Humanities teachers also have to pay special attention to the preparation of course outlines to ensure that they contain all pertinent information and that the evaluation methods do indeed verify the achievement of competencies. The Commission addresses one recommendation to colleges in this respect.

Second Language

Second language courses, English and French, are generally in compliance with the ministerial guidelines, but the analysis of course outlines reveals deficiencies in English, Second Language. The improvements to be made concern mostly the testing of students during admission to correctly identify the competencies of each student and to place them in an appropriate course. Moreover, the identification, by the Minister, of a minimum standard in the second language seems all the more justified for the granting of a diploma at the college level. The Commission formulates two recommendations in this respect.

Physical Education

With the renewal, the Physical Education teachers had to review the educational contents of their courses and consequently develop new teaching methods. While the efforts are to be noted, the work must be pursued. The principal problem is with the evaluation of student learning, particularly the development of appropriate tools to measure and attest to the attainment of objectives assigned to each course. The Commission formulates one recommendation in this respect.

General Education Specific to Each Program

The implementation of the general education specific to each program was more difficult. The implementation of courses required that colleges give themselves the appropriate means to promote and support the desired links between general education and specific education. A little more than half of the colleges had difficulty creating the conditions to promote the implementation of general education specific to each program. The interpretation of the guidelines served as a pretext for certain colleges to justify a refusal to follow up on this ministerial instruction. Reluctance came mostly from French and Philosophy departments. The reasons invoked were of a semantic as well as of an ideological nature.

In all cases where this proved necessary, the Commission made recommendations to ensure that the general education courses specific to each program would be adapted, as prescribed in the *College Education Regulations* (CER).

Complementary General Education

The evaluation brought out several problems related to the implementation of complementary general education courses. The most important one is access to courses. Students wish to have a sufficient quantity and variety of courses available so that they may register for courses which best meet their needs and their interests. However, institutions are not always able to respect this demand because of organizational constraints and ministerial regulations on complementary general education.

The Commission was led to recommend that units allocated to complementary general education courses be better utilized. Thus, for students who are unable at the end of two compulsory courses to attain the minimum mastery of a second language, the complementary general education courses could constructively be replaced by additional courses in the second language or, for students who wish to be initiated, by courses in a third language.

Program Exit Assessments

Since January 1st, 1999, the successful completion of a program exit assessment, listed among the conditions for the granting of a diploma of college studies defined in the *College Education Regulations*, has been compulsory. Essentially, this assessment aims at measuring the capacity of the student to integrate knowledge acquired during the program of studies as well as the mastery of these abilities at the end of a college program. The assessment represents the height of the student's education as it allows an overall judgment on the attainment of program objectives of the specific as well as of the general education components. The challenge was great as it required the broadened consultation of all teachers to define, on the one hand, a graduate profile for each of the programs and, on the other hand, the means by which it could be determined that the student had in fact reached the objectives of the program.

The evaluation revealed numerous problems concerning the implementation of program exit assessments. While certain experiments proved successful, union boycotts that occurred during the last negotiations in the college network had a negative impact on their implementation. Moreover, the absence of general education teachers during the development of program exit assessments is still a problem in several colleges. Also, the Commission recommended that colleges identify, at the time of implementation or revision of a program, the needs to be met by the general education courses specific to each program and to specify the contribution of general education to the program exit assessment, in collaboration with all teachers concerned.

Change Management

The renewal of college education demanded that colleges proceed rapidly to ensure the implementation of desired changes. The work to be done was considerable : redefining courses in terms of objectives and standards, developing the specific and complementary general education components, placing students correctly in second language courses, and developing program exit assessments.

In an often difficult context with respect to available resources and labour relations, colleges have, in general, accomplished their mandates with professionalism. The degree of implementation of changes varies from one college to another, as does the nature of improvements to be made to one or another aspect of the implementation of general education. Colleges must now pursue their efforts to ensure and facilitate the participation of general education teachers on the different program committees, or other work committees, and to identify professional development plans which target the pedagogical dimensions of teaching.

The Impact on Student Progression

A review of the progression of the 1994 student cohort revealed that few students are missing only one or more courses of the general education component to obtain their diploma, most of them still having to complete courses in both components of their program. The first session of college studies represents a determining moment when failures in general education courses contribute either to early withdrawal from programs or extension of programs. The evaluation has therefore revealed the difficulties linked to the successful completion of the first *langue d'enseignement et littérature* course and to the first Philosophy or Humanities course. The Commission proposed improvements to increase the successful completion of courses, and thus enhance the graduation rate of students. The Commission also insists on the importance of making sure that students complete their general education courses and formulates a recommendation to this effect.

Studies conducted by the colleges have demonstrated the positive impact of support measures to improve the success of students. More colleges should develop such measures and encourage students who need them to use them. To be fully efficient, those measures must nonetheless be preceded by adequate detection of students experiencing difficulty. A follow-up of the progress of these students must also be ensured. The Commission therefore recommends that the colleges further develop the different support measures for students experiencing difficulty, coordinate the different measures so as to ensure an adequate follow-up of the students and, finally, make participation in those measures a condition of the pursuit of studies for students who have learning problems.

Recommendations at the End of the Evaluation

To the Ministry of Education

- To better meet the needs of students whose previous preparation presents deficiencies with respect to the mastery of written French, the Commission recommends modifying the guidelines of the first *langue d'enseignement et littérature* course to allow the offering of two options, the first one focused on literature in accordance with the present weighting, the second on literature and the consolidation of written French as well as writing abilities, and to adjust the weighting of this second option accordingly.

- To promote the development of critical, autonomous and methodical thinking, the Commission recommends modifying the guidelines of the first Philosophy course to introduce to the content a set of themes likely to interest students in this discipline.

- To meet the needs of employers and universities with respect to the mastery of a second language, the Commission recommends defining a minimum standard in second language for the granting of the diploma of college studies.

- To support the academic progress of students in the second language and to promote the attainment of objectives, the Commission recommends modifying section 9 of the *College Education Regulations* by eliminating the regulations related to subject areas of complementary general education; this change would allow the use of the units allocated to these courses to ensure that students placed in the first level of second language attain the minimum standard defined for the granting of the DEC and to allow students interested in learning a third language to use those units for that purpose.

To the colleges

- To ensure a better follow-up of students who do not have a sufficient mastery of written French and writing abilities, the Commission recommends reviewing the measures governing the allocation of resources so as to allow smaller groups for students registered in the first *langue d'enseignement et littérature* or Language of Instruction and Literature course, for the option focusing on literature and written productions (1-3-3 weighting).

- To help Philosophy teachers develop teaching methods that promote student participation, the Commission recommends developing pedagogical professional development activities for their benefit.

- To ensure that Humanities course outlines contain all of the pertinent information and that the evaluation methods assess the attainment of the objectives, the Commission recommends that colleges implement a more rigorous analysis of course outlines.

- To guarantee, on one hand, the comparability of placement from one institution to another and, on the other hand, the integrity of ministerial standards assigned to each level, the Commission recommends standardizing tests and other placement criteria for second language courses (French and English).

- To help Physical Education teachers to better assess the attainment of objectives by students in their courses, the Commission recommends putting in place appropriate professional development programs.

- To give concrete expression to the desired integration of the two education components, the Commission recommends identifying, at the time of implementation or revision of a program, the specific competencies to which specific general education courses must contribute and specifying the contribution of general education to the program exit assessment.

- To increase the success rate in the first *langue d'enseignement et littérature* and Language of Instruction and Literature courses and to increase the graduation rate of students, the Commission recommends considering, for students whose secondary school average is weak, the postponement of the first Philosophy or Humanities course until the completion of the first *Langue d'enseignement et littérature* or Language of Instruction and Literature course.

- To encourage students to complete their general education courses, the Commission recommends including in the conditions for access to the terminal fieldwork, or to the integration project of the program of studies, the completion, or plans to complete all general education courses.

- To help students experiencing difficulty, the Commission recommends further developing the different support measures, coordinating these measures and, finally, making participation in these measures a condition to pursuing studies.

Introduction

In 1992, the deliberations of the *Commission parlementaire de l'éducation sur l'avenir de l'enseignement collégial québécois*[1] have reminded us of the importance of offering quality general education to students registered in a college program. The ministerial document, *Colleges for the 21st Century*, which captures the spirit of the college reform and its goals and strategic targets, summarizes in these words the wish expressed by the educational milieu as well as firms working in different socio-economic sectors :

> *"More than ever, basic skills and transferable knowledge, "culture" and personal attitudes have been pinpointed as those capacities that will ultimately make a difference in an individual's personal and social life, and on the labour market. A good command of one's language, knowledge of other languages, ordered thinking, openness to history and cultural realities, creativity, independence, a sense of responsibility, the ability to work in a team, a critical mind, a conscience, etc. are all attributes that the business community and the education system stress*[2]*."*

Today still, the expectations of society, which is itself in constant transformation, are substantial concerning the college network. More than ever, the capacity to adapt to impending changes is in great demand. This need to be able to deal harmoniously with the numerous transformations ensuing, for example, from the increasing globalization phenomenon, demands from individuals not only knowledge, but transferable intellectual abilities that rest upon, first, the mastery of language and basic languages to exercise critical, rigorous and autonomous thinking. Through the goals it sets for itself, the general education that students receive is at the heart of these expectations.

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1. Two hundred and nineteen reports were submitted during the deliberations of the *Commission parlementaire de l'éducation sur l'avenir de l'enseignement collégial québécois* which took place from November 4 to December 18, 1992.

2. GOVERNMENT OF QUEBEC, MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA SCIENCE, *Colleges for the 21st Century*, April 1993, p. 12.

The Renewal of College Education

In 1993, the renewal established significant improvement targets, while maintaining the goal of accessibility for the greatest number of students. The first target aimed at the setting up of an educational strategy focused on success. This required that minimum admission requirements be specified and that educational organization and pedagogical supervision methods be reviewed.

A second target puts the accent on programs themselves with a view to making content richer and increasing the coherence by an approach aiming more at integration of knowledge and on the mastery of abilities, in particular by the establishment of closer links between the two education components. The objective was to establish the program as the rallying point of those working at the efficient realization of the educational project, not only in its program-specific component but also in its general education component.

The identification of precise objectives and standards, as well as a method of evaluation which reflects more faithfully the achievement of the students with respect to the objectives assigned to each of the courses, constituted a third target. Moreover, a program exit assessment, now compulsory for the granting of the diploma, attests to the integration of knowledge and the mastery of abilities related to a program, those pertaining to the program-specific component as well as those of the general education component. Finally, the successful completion of a French or English uniform examination is included in the conditions for obtaining the diploma of college studies.

The Impact of the Renewal on the Academic Life

The renewal had an important impact on the academic life of colleges, namely on the organization of programs and on the teaching practices. The approach recommended puts more emphasis on the progress of learning according to objectives and standards assigned for each course, and the attainment of these objectives must ultimately lead to the mastery of transferable competencies. This change greatly effected the evaluation of student achievement. Continuous evaluation through the addition of marks, which was used until now, had to make place for a method of evaluation which assesses the attainment of competencies sought at the end of a course, and not only the acquisition of a body of knowledge.

Identification of the purpose and general objectives of a program now allows determining and designing the contribution of disciplines in the development of the competencies expected from the student at the end of each program of studies. The recommended approach transcends the discipline to take into account the goals of the program. The program approach, which results from the new organization mode to promote the attainment of the objectives of each program, aims at the consolidation of the student's education by promoting the establishment of links among the different types of learning achieved and the different knowledge acquired from one session to the next, and this, in the general education component as well as in the program-specific education component. To reach this goal, it is important to harmonize the two components to ensure their mutual strengthening and contribution to the certification attached to the final evaluation and the role of the program exit assessment.

Changes in General Education

At the time of renewal, the intention was not only to reaffirm the importance of general education, but also to strengthen its foundations while determining the place it should occupy within programs of studies. The *College Education Regulations* which were adopted at that time are very explicit in this respect and specify that a program is "an integrated set of learning activities leading to the achievement of educational objectives based on set standards[3]." The CER adds that general education must be an integral part of students' programs, not only for those registered in a pre-university program but also for those registered in a technical program. Each program should form a coherent whole and all its courses should focus on the attainment of objectives based on precise standards from which the attainment of an objective can be recognized.

The renewal was therefore the occasion to confirm the intention to develop integrated programs based just as much on the knowledge and abilities developed in the general education component as those developed in the specific education component. The number of units[4] allocated to general education remained the same, but the number of courses was reduced from sixteen to fourteen. The general education component represents the equivalent of one year of education in all programs.

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3. *College Education Regulations, General and Vocational Colleges Act* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11), 1993, p. 6.

4. A unit corresponds to 45 hours of learning activities (including hours spent in class, laboratories as well as hours devoted to individual work).

The Evaluation Conducted by the Commission[5]

The Commission d'évaluation de l'enseignement collégial announced its decision to evaluate the implementation of general education at the end of 1996 and published a guide[6] to this effect to help colleges in this exercise. Seventy-five institutions[7] were covered by this evaluation : 49 public colleges, 20 subsidized private colleges and 6 institutions reporting to a government department or to a university. The exercise took place from Fall 1997 to Fall 2000, although the process slowed down during Fall 1999 because teacher contract negotiations that were going on in the college network.

The evaluation of the implementation of general education came after five evaluation processes conducted by the Commission, evaluations mainly focused on the specific component of programs of studies. The in-depth assessment of the general education component would allow an evaluation of this education component that all students registered in the various technical and pre-university programs leading to a DEC must take, and thus achieve an overview of college education. This process would also assess the degree of implementation of changes proposed by the renewal which aimed, in particular, at reaffirming and enriching general education in programs of studies and evaluating the results.

This process gave rise to many questions. What is the place of general education in the various programs of studies? Is it part of the integrated whole which constitutes a program? Is it still defined by the juxtaposition of diverse subject matters and compulsory courses for the completion of a diploma, or does it constitute, in the same way as the specific component, a coherent whole contributing to the attainment of the objectives of each of the programs? Is it related to the educational project of the institution? What were the effects of the redefinition of courses in terms of objectives and standards? How was this handled and where are we at in the implementation of changes? What meaning does general education have for the student? Is the importance attributed to general education shared by teachers of the specific education component as much as of the general education component? Finally, does the successful completion of general education courses have an impact on the progress of the student?

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5. The process adopted by the Commission is described in Appendix 1.

6. COMMISSION D'ÉVALUATION DE L'ENSEIGNEMENT COLLÉGIAL, *The General Education Component of Programs of Studies,* Specific Guide to the Evaluation of Programs of Studies, May 1997, 45 p.

7. As some institutions have more than one site or offer general education to several clientèles, 87 evaluation reports were submitted to the attention of the Commission.

Three issues directed the guidelines selected in the present evaluation to answer the previous questions: the program coherence and the means used to proceed with the changes proposed by the renewal, the collaboration in the implementation of changes and, finally, the impact of the successful completion of courses on the progress of the student. In certain instances, the evaluation has provided clear answers to these questions; in other instances, the answers are more qualified.

Evaluation Issues

Program Coherence

Program coherence was first examined from the perspective of the links established between courses within a given discipline, then within the links established among the overall general education courses and, finally, in the links established between general education and program-specific components of each program of studies. In the same vein, the assessment of the progress achieved in the program approach and in taking into account of the educational intentions of general education in the development of program exit assessments, has made it possible to identify the degree of coherence between the two components of programs of studies.

The introduction of clear objectives and standards had an impact on the teaching strategies and methods used by teachers, as well as on the evaluation of learning. Special attention was given to these elements.

Finally, the definition of an educational project, or of institutional values, fits in with the pursuit of internal coherence upon which many colleges have tried to establish their educational mission. The Commission has tried to see how the educational project of the college is reflected within the common and complementary general education components[8].

Collaboration in the Implementation of General Education

The sharing of responsibilities and the role played by the various authorities, be it management, program committees or other work committees, have also allowed a judgment of the progress of the work, in particular with respect to the program approach and the development of a greater collaboration within colleges. Colleges have also had to

8. Colleges are entirely responsible for the selection of learning activities for the courses and the educational intentions related to these components offer the required flexibility to develop course content in accordance with the educational project of the college.

ensure that they had at their disposal adequate material resources to promote learning and allow the attainment of targeted objectives, in particular in second language courses. Finally, special attention was given to professional development activities related to the discipline and to the teaching methods.

Impact of Academic Success on Student Progression

The impact of academic success in general education courses on student progress was the object of an in-depth study. The assessment of the progress of students allows an assessment of any connection between general education and delays in completing programs and the proposal of possible solutions.

* * *

The first part of the present document describes general education as it was offered at the time of the reference year, that is 1996-1997. The main changes brought about by the renewal are explained. The second part reports on the implementation of general education in each of the disciplines[9]. The links established with the program-specific component (general education specific to each program and the program exit assessment), the complementary general education as well as the questions pertaining to the management of change are also discussed. The third part, devoted to a survey of student progress of the 1994 cohort, suggests possible solutions in order to improve the academic success of students. The last two parts also state the findings and recommendations that the Commission finds appropriate to address, sometimes to the colleges, sometimes to the Minister, with a view to improving certain elements of general education. A summary of the conclusions of evaluation reports follows. Finally, appendices complete the document, namely the description of the process adopted by the Commission, the methodology chosen for the analysis of data, complementary analyses with respect to student progress, the list of members of the advisory committee, the list of experts upon whom the Commission was able to rely on to carry out the evaluations, as well as the list of evaluation criteria.

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9. *Langue d'enseignement et littérature* (francophone cegeps) or Language of Instruction and Literature (anglophone cegeps), Philosophy or Humanities, Second Language (English or French) and Physical Education.

Part 1
Presentation of General Education

The fourteen general education courses offered are divided into three groups : nine courses are common to all programs, three courses are specific to each program and two are complementary courses, according to well-defined educational intentions. From a perspective of internal coherence and versatility, the general education component must contribute to the enrichment of a common cultural heritage. "There is widespread agreement that emphasis must be placed on mastering basic languages, assimilating the key components of a living cultural heritage, achieving a balance, and integrating various educational aspects deemed essential[10]."

The general education component, for its part, must allow the structuring and establishment of links with the specific education component of technical as well as pre-university programs. Three subject areas have been identified to attain this objective : *Langue d'enseignement et littérature* or Language of Instruction and Literature, Philosophy or Humanities and Second Language (French or English). The general intention stated in the guidelines is "to consolidate and enrich the competencies of the common general education component, on one hand, and, on the other hand, complete the latter, whenever possible, by special competency elements of general education relevant to the area of professional activity or field of study" of the student. This represents an important change from the previous situation, not because of the number of courses as there are only three, but because the implementation of these courses requires closer links between general education and specific education. The chapter dedicated to the links between these two education components will discuss this topic in-depth.

Finally, the complementary education component must ensure, in a spirit of complementarity and opening, a balance in education by exposing students to areas of knowledge other than those characteristic of the specific component of the technical or pre-university program of studies. The five subject areas identified are the following : social sciences, science and technology, modern languages, mathematics literacy and computer science, and art and aesthetics.

The changes proposed were major in many ways : clarification of educational intentions for each of the disciplines, for each of the courses development of new specifications establishing expected performance objectives and standards, addition of second language

10. GOVERNMENT OF QUÉBEC, MINISTÈRE DE L'ÉDUCATION, Direction générale de l'enseignement collégial, *Colleges for the 21st Century*, General Education, p. 1.

courses, and delegation of responsibilities to colleges for the development of learning activities for certain courses.

These changes did not happen all at the same time. It is important in fact to recall that, if the promulgation of the *College Education Regulations* in the Summer 1993 gave rise to the development of new course plans implemented as of September 1994, other changes were to take place. In 1995, a revision to the Regulations brought about the addition of one hour of practical work to the first Philosophy or Humanities course, reduced from four to three the number of Physical Education courses, and lowered the number of complementary courses to two. Three education regimes coexisted simultaneously in colleges : one for the students registered in 1993, pursuing studies under the old education regime; those registered in 1994, pursuing their studies under the new education regime; and, finally, those registered in 1995 when changes were made during the first year of implementation of the renewal.

In 1998, the Minister entrusted colleges with the responsibility of defining learning activities for general education common to all programs. The same year, new revisions to the *College Education Regulations* reorganized complementary general education. This time, it was not the number of courses that guided the change, but the abolition of old restrictions and the intention to broaden educational/student perspectives. Finally, in 1999, the Minister adopted revised guidelines for general education courses. The following table presents general education as it was before the renewal and as it defines itself now.

Table 1

THE GENERAL EDUCATION COMPONENT OF PROGRAMS LEADING TO A DEC

Before 1994	Present Situation
1. Common compulsory courses	1. A general education component common to all programs in the following subject areas :
– *Langue d'enseignement et littérature* or Language of Instruction and Literature : 4 courses	– Langue *d'enseignement et littérature* or Language of Instruction and Literature : 3 courses
– Philosophy or Humanities : 4 courses	– Second Language : 1 course
– Physical Education : 4 courses	– Philosophy or Humanities : 2 courses
	– Physical Education : 3 courses
The Minister determines the objectives and content, except for Physical Education which is determined by the college.	
	2. A general education component specific to each program in the following subject areas :
	– *Langue d'enseignement et littérature* or Language of Instruction and Literature : 1 course
	– Second Language : 1 course
	– Philosophy or Humanities : 1 course
2. Complementary courses : 4 courses	3. A complementary general education component comprising two courses in one or the other of the following subject areas :
The student selects 4 courses outside the disciplines included in the concentration or specialization courses of his program, among the courses published in the *Cahiers de l'enseignement collégial* or the institutional courses approved by the Minister.	– Social Sciences; – Science and Technology; – Modern Languages; – Mathematics Literacy and Computer Science; – Art and Aesthetics.
	In all cases, the Minister determines the course objectives and standards; the colleges define the learning activities.
Total number of courses : 16	**Total number of courses : 14**

Total number of units[11] in programs leading to a DEC

General education	Specific education
26 2/3 units	Between 28 and 32 units for pre-university programs and between 45 and 65 for technical programs.

11. A unit corresponds to 45 hours of learning activities (including hours spent in class, laboratories as well as hours devoted to individual work).

Part 2
Implementation of General Education

The evaluation of the implementation of general education focuses on the three components of this aspect of programs. General education courses are first reviewed while taking into account the educational intentions and the contents defined in the guidelines for the common and specific general education components, the teaching methods used by teachers as well as the evaluation of student learning and, finally, the success rate of students.

The program-specific and complementary general education components are the subject of a specific analysis. The educational intentions and the implementation methods of those courses, as well as the challenges that their implementation presented, are in fact different from those of the general education component common to all programs.

The evaluation is founded on the self-evaluation reports prepared by the colleges, including the results of surveys conducted among students[12], on the visits of the Commission, as well as on the analysis of course outlines[13] performed by external experts. Following the different reports, the Commission makes, if need be, recommendations it considers necessary to improve certain aspects of the implementation of general education.

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12. The Commission asked institutions to gather student opinions on a certain number of themes : the respect of course outlines, the relevance and adaptation of teaching methods, the knowledge of and utilization of support and supervision measures, the quality, quantity and accessibility of material resources and documentation, and the rigour and fairness of evaluations. Depending on elements surveyed, the Commission was able to compile the answers of more than 7000 students to qualify or to clarify certain aspects of the evaluation.

13. For each discipline of general education, each college had to select and append a copy of a course outline among those reviewed during the self-evaluation, as well as a copy of the guidelines for the preparation of assignments requested in the course outline, a copy of the correction guide, a copy of the final examination and the transcript of students having taken the course in the Fall 1996 or the Winter 1997. The course outlines, as well as the related documentation, were analyzed by a teacher of each of the disciplines according to a common grid.

Langue d'enseignement et littérature and Language of Instruction and Literature

There are four compulsory courses in *langue d'enseignement et littérature*, or Language of Instruction and Literature for students of the anglophone sector, of which three are in general education common to all programs and one is in program-specific general education.

Educational Intentions and Respect for Ministerial Guidelines

The general education courses common to all programs, as defined in the 1994[14] guidelines, aim at both the consolidation of competencies in the written language and the study of literary works. The recommended approach puts an emphasis on the analysis of texts representative of various periods rather than on the study of literary genres (novel, essay, poetry, theatre), as was done before. The works and the excerpts chosen must illustrate three literary genres in the first course, and two in the second and third courses[15]. The program-specific general education course was, for its part, developed to ensure continuity with the three preceding courses, but took even more into account the communication dimension and promoted the establishment of links with the area of professional activity (technical sector) or the field of study (pre-university sector) of the student's program.

The implementation of the general education courses common to all programs is generally adequate in all of the colleges[16]. Teachers have integrated the new guidelines and have revised their course contents accordingly. The examination of course outlines demonstrates the efforts made by colleges and teachers in this respect. The objectives recorded in course outlines are generally in accordance with the ministerial guidelines and an important place is now granted to the final exam, which is generally the evaluation activity with the greatest weighting during the session.

The evaluation brought to the fore the difficulties linked to the successful completion of the first course of *langue d'enseignement et littérature* and Language of Instruction and Literature for a large number of students. One student out of four (25%) does not successfully complete the first course. Because courses were designed in a logical,

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14. The following analysis takes into account courses offered during the reference year, that is 1996-1997.

15. For the Language of Instruction and Literature courses, the specifications do not identify any literary corpus; the works selected must nevertheless reflect different literary genres and periods.

16. Specific aspects related to the implementation of the common general education courses are discussed later in the document.

pedagogically planned sequence, the first course (or set 1) was the subject of particular attention[17]. The objective of this course is to bring the student to analyze literary texts representative of various genres and periods, and to discuss them in a coherent and correctly written text. This objective comes within the scope of an historical perspective. Therefore, a frequently used interpretation of the guidelines put the emphasis in this course on a chronological approach extending often from the Middle Ages to the nineteenth century. The extent of the content to be covered in this course is therefore vast, which was confirmed by the teachers met during the visits. Taking into account the previous preparation of students, particularly the mastery of language, prompts the question of how realistic it is to try to reconcile literary history, extending over several centuries and literary periods, with the objectives assigned to the first course of *langue d'enseignement et littérature*.

A few colleges were preoccupied by the level of difficulty of this course. Some explored different alternatives, such as combining upgrading activities and the first course of the sequence, to allow students experiencing difficulty with written French to improve their skills. The same teacher is assigned to these student groups to ensure follow-up and supervision adapted to the needs of the students. The results were conclusive, not only for the first course but also for subsequent courses. Other colleges have modified the sequence of Language of Instruction and Literature courses by offering the specific general education course first to allow students experiencing difficulty to consolidate their written French before starting the study of literary works. Such a reorganization, which is founded on understandable and legitimate pedagogical intentions, gives rise to other problems. Thus, the objectives assigned to the specific general education course are often neglected to allow students to remedy language deficiencies.

Such fruitful experiments demonstrate the willingness of colleges and their teachers to ensure the success of students. On their own, however, these experiments cannot solve all the problems. In fact, the success rate in the first course, as well as the comments repeatedly heard during the visits, give rise to questions concerning the orientation of this course.

This situation is specific to francophone colleges, since anglophone colleges have the option of focussing the first course of Language of Instruction and Literature on literature, or on literature and written assignments with a view to allowing students who need to improve their writing skills to do so. The guidelines allow guiding students towards one or the other option : Introduction to College English : Literature (2-2-4) or Introduction to College English : Literature and Composition (1-3-4). While pursuing the same literary

17. At the time of evaluation, success in the first course was a prerequisite for the other courses.

objective assigned to the first course, a greater emphasis is put on written productions in the second case, reflected clearly in the weighting, and which allows more time for practical assignments supervised by the teacher. The results in the Secondary V English, Language of Instruction course or a test to verify the level of mastery of the written language are used by the colleges to place the students in courses appropriate for their needs. These markers identify those students who are better prepared to pursue the study of literature and write analyses and literary essays. The Language of Instruction and Literature guidelines unquestionably allow an interesting option. Moreover, there is no sequence prescribed for the Language of Instruction and Literature courses, even though the 101-104 course is generally taken first. Finally, the courses are not presented in an historical perspective.

Teaching Methods and Evaluation of Student Achievement

Teaching methods are generally suited to the nature of course objectives. In *langue d'enseignement et littérature* and Language of Instruction and Literature, lectures are mostly used, but courses now involve more directed exercises, group work, and oral and written presentations, linked to the objectives and standards of each general education course common to all programs. Such diversity from a pedagogical point of view was made possible, in part, by the addition of units focused on practical activities supervised by the teacher, in order to promote the gradual acquisition of skills linked to analysis and synthesis, to meet a need judged essential by all, just as much in courses of *langue d'enseignement et littérature* as in Language of Instruction and Literature courses. As for the latter, the weighting puts more emphasis on practical assignments.

Allowing for exceptions, courses are now offered in two two-hour blocks per week, rather than one four-hour block. Finally, opinion polls conducted by colleges have demonstrated that more than 80% of students think that teachers use teaching methods adapted to course objectives.

Generally speaking, teachers have developed evaluation tools which allow them to attest to the attainment of the main objective (statement of the competency) by students in each of the courses, as corroborated by student surveys. Indeed, 80% of surveyed students consider that their learning is adequately evaluated. In many colleges, the objectives for *langue d'enseignement et littérature* courses are evaluated globally, but in other institutions, there may be more than ten evaluation activities. It often makes it difficult, in such cases, to interpret the final mark as a sign that the competency of the course has been attained. It is rather the result of the addition of a great number of evaluations which leads to the successful completion of a course, without necessarily attesting that the student masters the competence. Each time this situation has arisen, the Commission has recommended that

colleges review the application of their Institutional Policy on the Evaluation of Student Achievement, so as to ensure that the evaluation methods attest to the attainment of the competence in each of the courses. Moreover, formative evaluation[18], for *langue d'enseignement et littérature* as well as for Language of Instruction and Literature courses, has not been used widely, and when used, is not well defined. The analysis of course outlines demonstrated that this type of evaluation is rarely used and its role is not always clear.

The use of evaluation grids inspired by the ones designed for the ministerial assessments in language of instruction seems to be taking hold. This is an interesting practice which contributes to promoting the similarity of evaluations from one college to another. This trend is noted in both francophone and anglophone colleges.

Successful Completion of Courses

Failures recorded in the first course are high : one student out of four (25%), and in some sessions even more, fails the first *langue d'enseignement et littérature* course (diagram 1). The percentage is less for the first Language of Instruction and Literature course, but it is still high (diagram 2). The success rate is higher for sessions where registration is the highest, that is in the Fall for the 1st and 3rd courses and the Winter for the 2nd course and the specific general education course. The difference in the case of the first course (between 10 and 12 points) is explained by the fact that students who take this course during the Fall generally have a higher secondary school average[19] than those who take this

18. The formative evaluation consists in practical exercises that students must develop to measure their progress in the achievement of the objectives targeted by a course. This type of exercises is not taken into account by the teacher for assigning the final mark; its role, as the word indicates, is essentially formative.

19. The average of final marks obtained by the students in the overall assessment of Secondary IV and V compulsory general education subjects.

Diagram 1
Success Rate by Session
***Langue d'enseignement et littérature* (601)**
Fall 1995 - Fall 1998

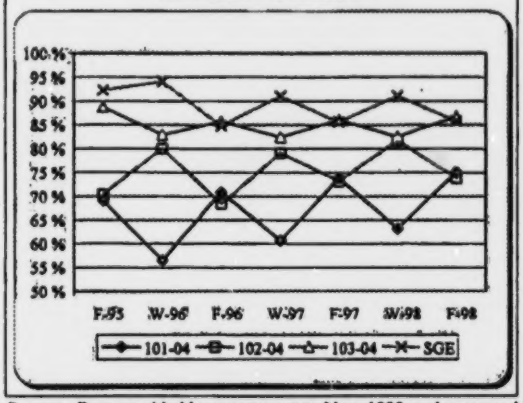
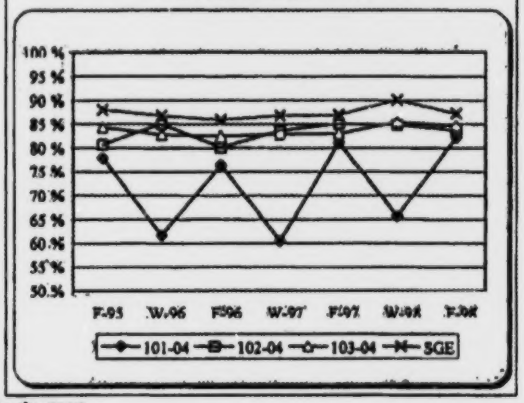


Diagram 2
Success Rate by Session
Language of Instruction and Literature (603)
Fall 1995 - Fall 1998



Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : The first course of the Language of Instruction and Literature sequence (in French and English) is 101-04, the second 102-04, the third 103-04 and the fourth, that of the program-specific general education.

course during the Winter. Among the latter group, some have taken the upgrading activity before beginning the sequence of Language of Instruction and Literature courses, others have failed the first course and repeated it, and still others start their college studies after having completed their secondary school studies in the Fall.

If the sessions with the highest registration numbers are retained (diagram 3), namely the Fall, the success rate in the first *langue d'enseignement et littérature* and Language of Instruction and Literature courses increases throughout the period surveyed. This rate is otherwise higher for the Language of Instruction and Literature course, generally 7 to 8 points higher than for the *langue d'enseignement et littérature*[20] course. The difference which persists between the two courses can be explained, at least partially, by the greater adaptability offered by the guidelines of the anglophone sector which allow students the option which better corresponds to their previous preparation.

Following the example of what is done in anglophone colleges, the Commission believes that, over and above the possible recourse to an upgrading activity, two options should be offered in the first *langue d'enseignement et littérature* course. Thus, according to their result in a placement test, students would be guided toward one or the other of three options. Students

20. A more detailed analysis of this phenomenon is presented in Appendix 3.

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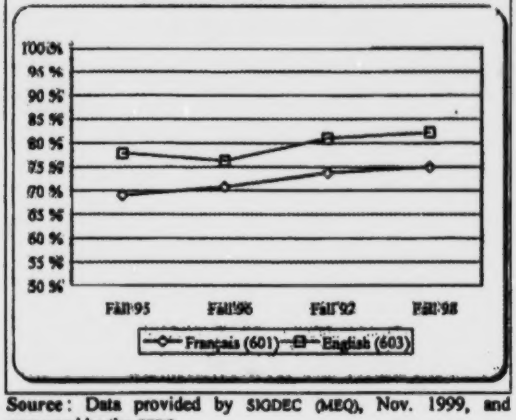
Diagram 3
Comparison of the Evolution of the Success Rate by Session for the 1st Course of *Langue d'enseignement et littérature* (601) and Language of Instruction and Literature (603) Fall Sessions (1995 to 1998)



Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.

whose mastery of written French and grammar is clearly deficient should register for an upgrading activity before or concurrently with the first literature course, as is the case presently. Those whose mastery of written French and whose writing skills need to be strengthened would be guided toward a first course of literature which puts the emphasis on written assignments. This option, while referring to literary texts which encourage students to attain the objectives and standards assigned to this course, would better meet the needs of the students. As for the other students, they should be registered in a course focusing on literature according to the present weighting. For this reason, the Commission recommends that the Minister of Education :

> *Modify the guidelines of the first* langue d'enseignement et littérature *course so as to offer two options, the first one focused on literature according to the present weighting, the second on literature and the strengthening of written French as well as writing skills, and to adjust the weighting of the second option accordingly.*

Furthermore, student groups who take the first Language of Instruction and Literature course often number close to forty students; teachers therefore meet approximately 130 students per week. Under these conditions, an individual follow-up is practically impossible, in particular for those who do not have a sufficient mastery of the writing code and writing skills. The addition of one hour of practical assignments has already ensured increased supervision of students. It is nonetheless necessary to supervise even more students newly admitted to the college who have important deficiencies with respect to the

mastery of the written language. Consequently, a significant reduction of the size of student groups in the first *langue d'enseignement et littérature* and Language of Instruction and Literature courses, registered in the " literature and strengthening of the writing code and writing skills " option is necessary to allow the attainment of objectives assigned to this course. The size of the groups could be in the order of 20 to 25 students, as in colleges who have already experimented with a similar approach. This measure, combined with the modification of the guidelines for the first course, should promote an increase in the success rate in this course, while correcting a situation that many deplore, and have benefits for the pursuit of studies and graduation. For this reason, the Commission recommends to colleges to :

> *Review the dispositions governing the allocation of resources so as to allow reduced groups for students registered in the first* langue d'enseignement et littérature, *or Language of Instruction and Literature course, for the option which focuses more on literature and written productions (weighting 1-3-4).*

Philosophy and Humanities

The teaching traditions characteristic of francophone and anglophone colleges have resulted in a different approach to this discipline. Indeed, since 1969, anglophone colleges offer courses grouped together under the designation Humanities which pursue educational intentions equivalent to those pursued in the *philosophie* courses offered in the francophone institutions. Some anglophone colleges give their students the choice of registering in either Philosophy or Humanities.

Three courses are offered, two in common general education and one in program-specific general education. The learning objectives pursued in these courses and the themes discussed are similar, in particular the questions linked to ethics discussed in the general education course specific to each program. The implementation of Philosophy and Humanities courses will nonetheless be examined separately to reflect reality as faithfully as possible.

Educational Intentions and Respect for Ministerial Guidelines

Philosophy

Philosophy courses are presented within the scope of an historical perspective and put the emphasis on the development of rational thinking, modern conceptions of the human being, and ethical questions. The first course, the weighting of which allows for a period of practical assignments in class, is prerequisite for the two others[21]. The student is thus gradually brought to develop analytical and argumentative skills in the first course so as to be able to comment and write essays on various subjects, in particular ethical questions, in subsequent courses.

Overall, the implementation of common general education courses respect the new ministerial guidelines. Close to 90% of surveyed course outlines are complete. In general, educational objectives assigned to each of the courses, and the related standards, are described as well as the learning activities that the students must complete to develop skills and acquire the knowledge to promote the attainment of targeted objectives.

21. This prerequisite was abolished when the guidelines were revised in October 1998.

As with *langue d'enseignement et littérature* and Language of Instruction and Literature, the difficulties brought up during the evaluation are related to the first course. Indeed, the abstract content, which is founded on the learning of philosophical thought within the framework of the advent and development of western rationality, in particular Greek rationality, hardly finds a resonance in students coming out of secondary school. For first-year students, this is a first contact with Philosophy. The questioning, doubt and astonishment process, which is at the heart of the intellectual awakening sought-after by Philosophy, represents a passionate challenge, but the importance given to the mastery of formal elements of logic and argumentation, plus not taking sufficiently into account their previous preparation, hardly manages to arouse the students' interest. Barely 60% of students[22] from the sample surveyed by the Commission answered that they appreciated their Philosophy course. Moreover, the intellectual skills constituting the motor of reflection, in particular the mastery of written language, are often lacking. During the visits, numerous students questioned the pertinence of the content of the first course, namely learning to argue by referring in particular to texts from antiquity.

The abolition of the prerequisite for the first Philosophy course has certainly alleviated some of the difficulties mentioned above, but other actions must be considered. As is the case in the second and third courses, the introduction in the first course of a theme more compatible with the areas of interest of students and more adapted to their level of comprehension and abstraction would no doubt promote the attainment of targeted objectives, that is the development of critical, autonomous and rigorous thinking. As an example, the theme of democracy, or that of citizenship, lend themselves well to such an approach. Not only can they challenge students and allow exchanges linked to their own experience, but they also develop argumentation by referring to texts on the concept of democracy in Western culture. The historical perspective could be maintained as these themes draw from the heritage bequeathed to us by antiquity.

The targeted objective is to increase students' interest in philosophy without giving up the objectives pursued by these courses or the standards set. The second Philosophy course, focused on the development of problems related to modern and contemporary conceptions of the human being, more directly touches the students and allows them to apprehend more easily a field of knowledge which calls on their capacity for abstraction and thought structure. Thus, the Commission recommends to the Minister of Education to :

22. See note 13, p. 19.

Modify the guidelines of the first Philosophy course so as to introduce in the content a theme susceptible of interesting students in this discipline.

Humanities

In the anglophone colleges, the themes have been retained for the two first courses of Humanities (knowledge, world views), to which have been added ethics for the general education course specific to each program. These courses touch on a diversity of subjects originating in disciplines such as philosophy, history, literature, arts, natural sciences, technology and social sciences.

The courses aim at developing the rational thought of the student and the understanding of various modes of knowledge. The objectives pursued aim notably at stimulating intellectual curiosity, developing a critical mind, promoting an awareness and developing communication skills. The first course puts the emphasis on the notion of knowledge in a broader perspective than the guidelines which the first Philosophy course allows. The Commission nonetheless noticed that the content should be more focused on epistemological questions, and not only on the acquisition of various knowledge. The second course aims at developing the critical mind of students, not only from a philosophical approach, but according to a broader perspective well described in the expression "world views". The courses are founded on a pluralistic approach, allowed by a greater flexibility in the guidelines for anglophone colleges. Without doubt this flexibility results in a clearly more positive opinion of students concerning these courses. Eighty percent (80%) of surveyed students have in fact answered that they appreciated their Humanities courses.

Teaching Methods and Evaluation of Student Achievement

Philosophy

As for other disciplines, the identification of clear objectives and standards for each of the courses made it necessary to develop a pedagogical approach centered on student learning. Therefore, lectures continue to dominate the teaching of Philosophy courses, though this practice does not take into account pedagogical changes brought about by the renewal. Opinion polls conducted by colleges have revealed the extent to which students have difficulty finding Philosophy courses interesting.

Experiments conducted in several colleges have demonstrated that it is possible to interest students in Philosophy by having recourse to approaches which promote a greater participation. For example, some teachers organize seminars and workshops to make their courses more dynamic, while others resort to new information and communication technologies, such as the Internet. The transformation of one hour of lecture into supervised practical activities in class deserves to be better utilized to promote greater participation by students. Some colleges have succeeded in putting Philosophy back at the heart of the institution by organizing thematic weeks on subjects likely to interest the overall population of a college. In other colleges, philosophical cafés and public debates have demonstrated the contribution of philosophy in the development of student and college life. By putting more emphasis on animation activities, interest in Philosophy is increased.

The analysis conducted by the Commission reveals that evaluation tools are adequate. Course objectives are generally all evaluated, tools are well adapted to the nature of objectives and the level of difficulty of the various assessments corresponds to the standards set in the ministerial guidelines. Finally, a pertinent final evaluation is practically always used. The formative evaluation is, however, not very widespread. Few course outlines explicitly make provision for formative evaluation to help students measure their progression in the attainment of the different objectives.

This analysis contrasts with the opinion of students who answered the survey. In comparison to other general education disciplines, it is in the Philosophy courses that the greatest number of students considered that the correction criteria for exams and assignments are not sufficiently clear and that they are not known in advance. This problem stems partly from the lack of clarity in course outlines and the inaccuracy of information. A survey of course outlines reveals that their presentation leaves something to be desired. Many multiply objectives (ministerial, departmental and personal), which makes reading difficult. Evaluation methods are sometimes presented in such a succinct manner that students do not necessarily have all the information they need to understand them well. Generally, course outlines are not designed as teaching tools allowing students to understand the objectives pursued by the course, to identify the steps they will be asked to go through to attain these objectives and, finally, to know what type of evaluation they will undergo. Greater attention to the preparation of course outlines would no doubt improve the perception students have of these courses.

A few colleges have taken the initiative of harmonizing their evaluation methods by establishing common rules for the essay required in *langue d'enseignement et littérature* or Language of Instruction and Literature and Philosophy courses. The results obtained by such interdepartmental collaboration are convincing; this practice strengthens the general education component and allows the attainment of the global objectives it pursues. Such experiments must be encouraged and continued.

Philosophy certainly represents, for many students, and indirectly for teachers, a special challenge. Revisions of course content and a better presentation of course outlines should contribute to increased student interest, but this must no doubt be accompanied by more stimulating teaching methods that promote better student participation. In this spirit, and with a view to helping teachers in their research of new pedagogical methods, the Commission recommends to colleges to :

Develop professional development activities for teachers of philosophie.

Humanities

As far as anglophone colleges are concerned, a variety of teaching methods contributes to increasing student interest in the subjects discussed in these courses. Formative evaluation is common practice in almost all colleges. The preparation of course outlines and the evaluation of student achievement should nonetheless be improved. More than 60% of surveyed course outlines were incomplete. The deficiencies were related to precisions about the standards to be attained, the evaluation methods and the allocation of marks. Finally, a pertinent final evaluation relevant to the attainment of objectives is provided for in only 60% of surveyed course outlines.

Therefore, the Commission recommends to colleges to :

Proceed to a more rigorous review of course outlines in Humanities so as to ensure that they contain all pertinent information and that the evaluation methods verify the attainment of competencies for each of the courses.

Successful Completion of Courses

Success rates in the two first courses of these disciplines have increased between Fall 1995 and Fall 1998. Nonetheless, one student out of five (20%) has not successfully completed the first course in these disciplines by the end of the observation period.

Diagram 4
Success Rate by Session
Philosophy (340)
Fall 1995 - Fall 1998

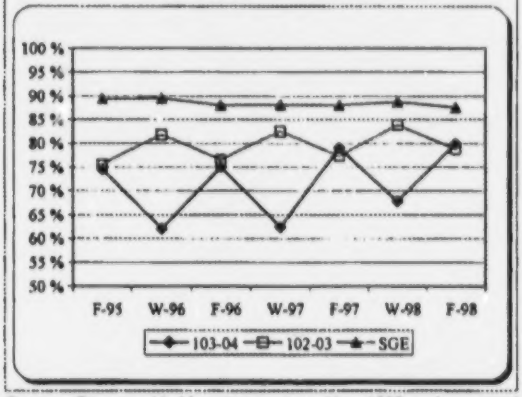
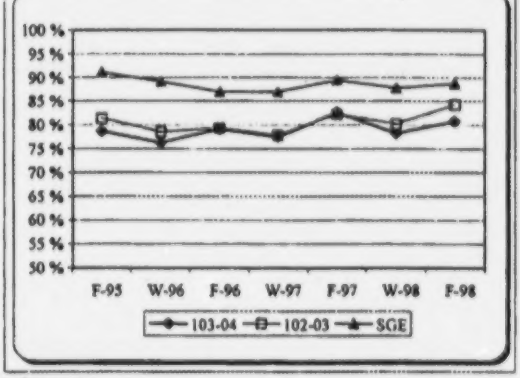


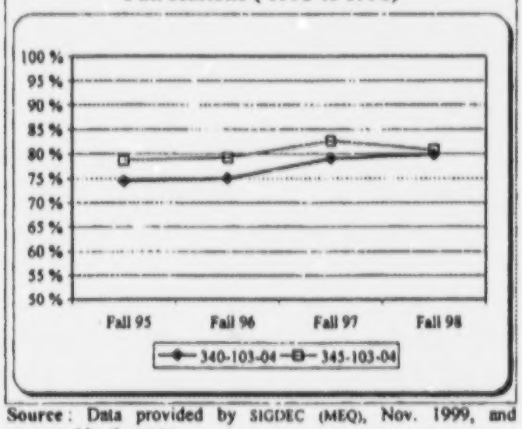
Diagram 5
Success Rate by Session
Humanities (345)
Fall 1995 - Fall 1998



Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : The first course of the Philosophy or Humanities sequence is 103-04, the second 102-03 and the third, that of the specific general education. Note, nonetheless, the absence of a prescribed sequence for Humanities courses.

In Philosophy, the success rate (diagram 4) in the two first courses is always higher in the session with the highest registration in the course. The phenomenon is even more noticeable in the case of the first course. This phenomenon does not occur in Humanities (diagram 5), probably because students can begin the sequence by the first or the second course; the success rate in the two first courses of Humanities is otherwise similar. For each of the two disciplines, the success rate in the 3rd course is always superior to that in the two first courses. Finally, the success rate in the first Philosophy course is comparable to that of Humanities at the end of the observation period, namely Fall 1998 (diagram 6).

Diagram 6
Comparison of the Evolution of the Success Rate by Session for the 1st Course of Philosophy (340) and Humanities (345)
Fall sessions (1995 to 1998)



Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.

An analysis of the success rate in the first Philosophy or Humanities course has helped identify a similar phenomenon to the successful completion of the first *langue d'enseignement et littérature* or Language of Instruction and Literature course. These courses present an obstacle for many students. A more detailed analysis, presented in part three, demonstrates the importance of successfully completing these two courses for student progression and for the completion of the diploma of college studies.

Second Language (English and French)

Since 1994, two second language courses (English or French) are compulsory for all students. One of these courses is part of common general education, the other of specific general education.

Educational Intentions and Respect for Ministerial Guidelines

Second language courses aim at preparing students to communicate with some ease in a variety of settings. The development of course content, in English as well as in French Second Language, has taken into account the various levels of preparation of secondary school students. The targeted levels of competency range from comprehension to the expression of simple messages related to situations of everyday life, in the first level course, to the writing of essays on literary and cultural themes in the more advanced course. Ministerial guidelines comprise four different levels of courses, of which the first is given as a transitional[23] course for students who do not have a sufficient mastery of the second language.

A placement test identifies individual competencies, and students are registered in courses corresponding to their level. The procedure used for placing students varies, however, from one college to another[24]. Moreover, some colleges do not resort to placement tests. The use of a placement test is not only essential, but this test should be standardized, as far as content and interpretation of results are concerned, to ensure, on one hand, the comparability of placements from one institution to another and, on the other hand, the respect of ministerial standards assigned to each of the levels.

Therefore, the Commission recommends to the colleges to :

> *Standardize the tests and the placement criteria in second language courses (English and French) so as to register students at a level which corresponds with their competence and thus maintain standards established for each of these levels.*

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23. This course became a first level course during the 1998 revision of the specifications.

24. The Ministry of Education published a study on this subject within the scope of the PAREA program, *L'élaboration d'un test provincial pour le classement des étudiants en anglais langue seconde au collégial*, 1998, 61 p.

The identification of a standard for each of the teaching levels would promote the strengthening of requirements and the attainment of targeted objectives. It is at the very least dismaying that after five years of studying English, eight in certain cases, students are not better prepared when they begin college studies. In the francophone colleges, close to 40% of students are in fact registered in the transitional level in English Second Language. Such a situation calls for a raising of standards at the secondary school level. The identification of a minimum standard in the second language seems more and more justified for the granting of a diploma of college studies. Employers, as well as universities, require that college graduates have a good mastery of English or French, Second Language. Taking into account these expectations, the Commission recommends to the Minister of Education to :

> *Set a minimal standard in second language for the granting of the diploma of college studies.*

In other cases, some students have an in-depth knowledge of the second language when they start their college studies. Those students should not have to take second language courses. They should instead have the choice to improve their second language or begin the study of a third language.

Course outlines for English, Second Language, present deficiencies. Barely 50% of surveyed course outlines are complete. The information provided is often too succinct to allow students to understand fully the links between the objectives of courses, the learning to be achieved and the evaluations. The formative evaluation, used by one teacher out of two, is rarely integrated in the course outlines. Finally, students have little information on the correction criteria used by their teachers. This is due in part to the large number of new courses to be developed. Corrective measures are being applied, but more efforts need to be invested in that area.

In French, Second Language, course outlines in eight of the eleven colleges surveyed are complete and in accordance with ministerial guidelines. The information necessary for the understanding of objectives, content, methodology and evaluation are included.

Teaching Methods and Evaluation of Student Achievement

The teaching methods used, in English as well as French, Second Language, are varied and use different techniques to promote the development of targeted skills. Reading, audiovisual documents and film presentations, class discussions, group work, oral and written exercises, laboratory work, use of information and communication

technologies are all part of the methods used. Surveys conducted by colleges reveal that seventy-eight (78%) percent of surveyed francophone and eighty-eight (88%) percent of surveyed anglophone students consider that teachers use pedagogical methods adapted to the objectives of second language courses.

With respect to evaluation, in English, Second Language, the verification of the attainment of some objectives is sometimes neglected; too much emphasis is put on assessments and grammar exercises. While proficiency in grammar is but one of the performance criteria used to evaluate written expression, it sometimes takes on so much importance in some colleges that it becomes difficult to attest to the mastery by the student of the overall skills targeted by the course.

In French, Second Language, use of formative evaluation is widespread. Moreover, ten of the eleven colleges offering these courses have adopted a summary evaluation which measures the attainment of the targeted objectives.

Successful Completion of Courses

The success rates (diagrams 7 and 8) reach slightly more than 80% in level 2 and 3 courses in English and French, Second Language. However, in the absence of a terminal standard for the granting of the diploma, one must question the real value of these rates. Success rates in transitional level courses and the first level course in French, Second Language, are often inferior (by 5 to 10 points) to those of similar levels in English, Second Language. Transitional level courses have the lowest success rate, in English as well as French, Second Language.

The proportion of students registered in each of the levels is quite different. In French, Second Language (diagram 10), it is approximately 25% for each of the levels; in English, Second Language (diagram 9), the distribution decreases according to the levels. In the latter case, it is the transitional level which has the largest number of students, approximately 40%. This stresses even more the questions with respect to preparation, at the secondary school level, of francophone students in English, Second Language.

Diagram 7
Success Rate by Session
English, Second Language (604)
Fall 1995 - Fall 1998

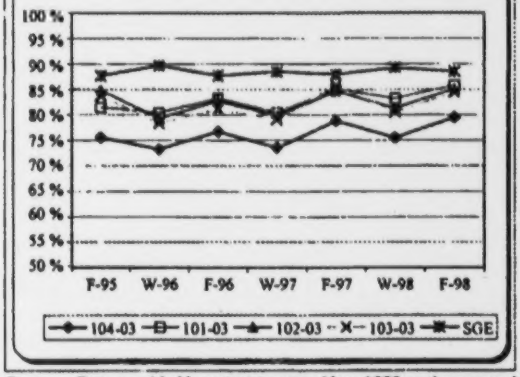
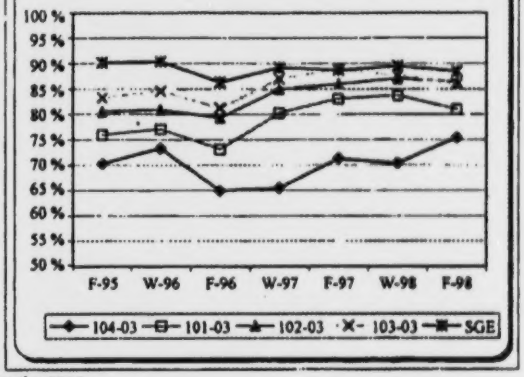


Diagram 8
Success Rate by Session
French, Second Language (602)
Fall 1995 - Fall 1998



Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : In Second Language (English and French), the transitional level course (the lowest level) is 104-03, Level I, 101-03, Level II, 102-03 and Level III, 103-03; the specific general education course, all levels combined, is the SGE.

Diagram 9
Distribution of Students by Levels
English, Second Language (604)
Fall Sessions 1995 and 1998

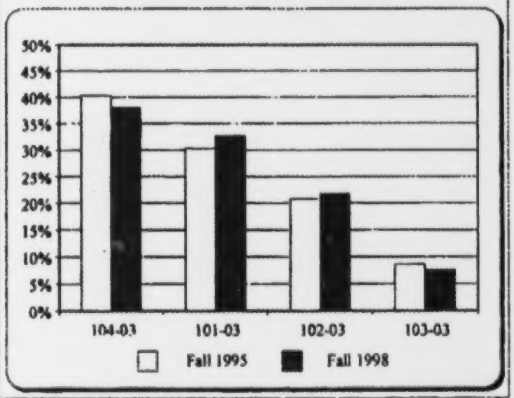
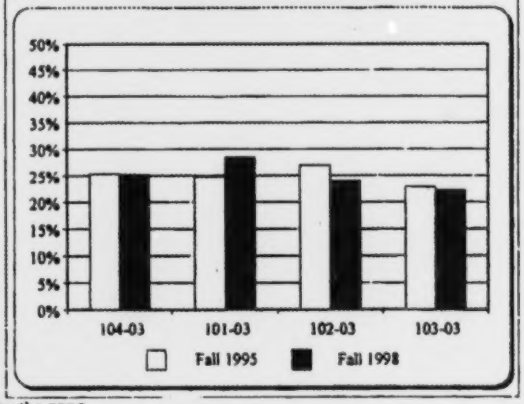


Diagram 10
Distribution of Students by Levels
French, Second Language (602)
Fall Sessions 1995 and 1998



Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.

Physical Education

Physical Education now comprises three compulsory courses in the common general education component.

Educational Intentions and Respect for Ministerial Guidelines

The teaching of Physical Education aims at the acquisition of responsible behaviour with respect to health, and is no longer mainly focused on the learning of sports activities. Physical Education teachers needed to review their teaching, integrate an important theoretical component and modify their teaching strategies to encourage students to incorporate physical education into their lifestyle. A few problems were noted related to the respect of guidelines, but overall, teachers adopted the educational intentions of the renewal and tried to adapt their content to the new objectives. Important deficiencies were nonetheless noted in the preparation of course outlines. Barely 40% of surveyed course outlines were complete. Moreover, in one out of two, the formative evaluation was left out.

Teaching Methods and Evaluation of Student Achievement

New pedagogical approaches have been introduced with a view to promoting the attainment of objectives : small group discussions, use of self-assessment records, writing of portfolio or log, case studies and individual research. Teaching methods used are suited to the nature of targeted objectives in each of the courses and to student interest. Surveys conducted by the colleges reveal that almost all (90%) of the students consider that the teaching methods are well adapted to the courses. A large proportion of students also say they appreciated their physical education courses.

Problems identified are varied but mostly concern evaluation : course outlines are often deficient, course objectives are not always all taken into account and, finally, the evaluation of the terminal objective of the course (competency) is often deficient. These problems arise, in large part, from the fact that course objectives, especially the third one, were developed late. Moreover, many teachers have not changed their conception of the evaluation of student learning even though courses have been revised to give more room to learning related to lifestyle and the practice of physical education in a health perspective. An important part of the final mark given to the students is still linked to elements which do not assess the attainment of objectives and, ultimately, the competency. As examples,

participation, attendance, punctuality, and effort are often part of the marking scheme. Very often, instead of concentrating on the attainment of objectives, the evaluation tries to measure the mastery of sports techniques, the improvement of fitness, or the knowledge of training principles, elements that are absent from ministerial guidelines. Finally, the evaluation by students of their life habits and their physical condition is often used by teachers as a summary evaluation, while it is really a learning activity.

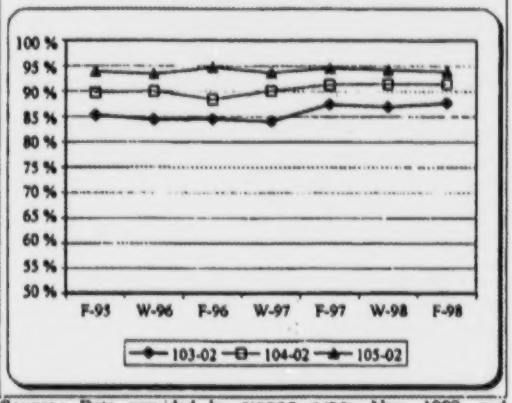
Time and time again in its evaluation reports, the Commission insisted on the importance of correcting these problems. This is a serious challenge since it requires a new approach. Teachers must in fact evaluate the *students'* management of their own practice of physical activity in a health perspective. This constitutes a totally new way not only of looking at the teaching of physical education, but also of evaluating the objectives assigned to each course. In this spirit, the Commission recommends to colleges to :

> *Put in place training programs to allow teachers of Physical Education to adopt evaluation practices in accordance with ministerial guidelines and to develop evaluation tools suited to the objectives of each course.*

Successful Completion of Courses

Success in Physical Education courses (diagram 11) are rates very high. The difficulties noted in the evaluation of the attainment of targeted objectives raise questions as to the significance to be given to the mark, as it does not always prove that the student has indeed attained the targeted objectives.

Diagram 11
Success Rate by Session
Physical Education (109)
Fall 1995 - Fall 1998



Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : The first Physical Education course is 103-02, the second 104-02 and the third 105-02.

* * *

In summary, the implementation of the common general education component shows a real taking into account of the educational intentions ensuing from the renewal. Generally, the guidelines are respected and the learning activities are selected to ensure the attainment of targeted objectives for each of the courses. Some aspects, nonetheless, require some adjustments.

Thus, the analysis of course outlines performed by colleges needs to be more closely monitored. Among all course outlines examined by the Commission, two out of five were incomplete, specifically with respect to objectives and standards, to course content, and to the evaluation process. Some colleges proceeded with the development of departmental generic course outlines[25]. Such a practice has promoted the adoption of educational intentions linked to each one of the general education components and contributed to the respect of ensuing ministerial guidelines. It has also brought teachers to question themselves on the objectives pursued by each of the courses and on the most promising ways of achieving these while respecting the academic freedom of each teacher. Other colleges have developed models of course outlines with a view to standardizing the

25. The departmental generic course outline is an educational planning instrument which represents an intermediary between the ministerial guidelines and the course outlines of the teachers. It ordinarily reflects the departmental consensus on certain parameters judged essential to ensure a just and rigorous interpretation of the official program and guarantees the coherence of educational practices within a department.

presentation and ensuring that they contain all the essential elements. These efforts deserve to be mentioned.

The objectives and standards approach has greatly modified the evaluation practices which aim at verifying the attainment of targeted competencies at the end of each course. The changes noted in this regard are very encouraging, but numerous problems persist which could be resolved, for a good part at least, by better supervision of the application of the IPESA (Institutional Policy on the Evaluation of Student Achievement), especially by the monitoring of evaluation tools. Many colleges delegate this responsibility to the various departments concerned. While teachers are ultimately responsible for the evaluation of students, it is important that the different practices used in a college respect the Institutional Policy on the Evaluation of Student Achievement. This responsibility falls largely to the management of the college which must be able to ensure the equity of evaluation practices in all departments. The Commission thus recommended to forty-one colleges that guarantee that evaluation practices verify objectives and standards in each of the disciplines and, if need be, modify their Institutional Policy on the Evaluation of Student Achievement accordingly.

Links between General and Program-Specific Education

Two measures have been instituted to strengthen the links between general education and program-specific education, the introduction of program-specific general education and of a program exit assessment.

General Education Specific to Each Program

The 1994 guidelines describe in these terms the goal of program-specific general education :

> *"The general intention is to consolidate and enrich the competencies of the common general education component, on one hand, and, on the other hand, to complete the latter, whenever possible, by special competency elements of general education relevant to the area of professional activity or field of study of the student*[26]*."*

It is through learning activities that the college can meet these specific needs. Three disciplines have been targeted to promote the establishment of links between the program-specific and the general education components of all programs : *langue d'enseignement et littérature* or Language of Instruction and Literature, Philosophy or Humanities, and Second Language (French or English).

Approximately half of the colleges have satisfactorily implemented this component of general education. The methods used vary according to the characteristics of institutions, of disciplines and of programs of studies. Some constant features can nonetheless be identified. Many institutions have grouped together students, by program, by program groups, or by training sector (pre-university or technical) to facilitate the promotion of links. Generally, groupings apply to all three disciplines concerned, but their composition varies from one discipline to another. To promote the establishment of links between program-specific education and general education, teachers adopted various teaching strategies. Beyond examples given in class, texts studied and assignments required from students. teachers of language of instruction and literature have worked with students on the production of theatrical plays or various simulations which are related to their field of study. In Philosophy, teachers have introduced thematic databanks to guide students in the selection of proposed assignments.

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26. GOVERNMENT OF QUÉBEC, MINISTÈRE DE L'ÉDUCATION, *Direction générale de l'enseignement collégial, Colleges for the 21st Century*, General Education, p. 51.

The search for a common denominator in the composition of student groups helps to identify the needs which teachers must meet. Learning situations and examples which reflect the interests of students are specifically targeted. Forming groups to complete assignments in class is facilitated when students are relatively homogeneous. Even when it is impossible to form such groups, the learning activities suggested to the students of an heterogeneous group may be adapted by the careful selection of assignments, texts or examples. In Second Language, for instance, interest-homogeneous groups can rarely be formed, as students are grouped according to their level of mastery of the language. Various formulas have nevertheless been explored to bypass this difficulty. The preparation of a portfolio containing texts and audiovisual documents linked to the field of study of the student is one type of activity that promotes objectives linked to these courses. In Philosophy classes, in many colleges, students registered in various programs pursued common themes or tackled themes from different angles according to the program of the student. The comparison of different points of view proved to be enriching and intellectually stimulating for many.

The formation of groups does not ensure on its own the desired change and the attainment of targeted objectives. The management of the college, the departments and the teachers must clearly express their willingness to establish close links between general education and program-specific education. In some colleges, teachers, in particular in Second Language (English and French), have consulted their colleagues in program-specific education to better understand the characteristics of programs with a view to adapting their teaching accordingly. Such initiatives tend to promote the establishment of closer links between the two education components.

Slightly more than half of the colleges have nonetheless had difficulties implementing the program-specific general education. The most frequent problems relate to the management of teaching, that is, the type of change and the ways of accomplishing it. Moreover, the interpretation given to the guidelines has often served to justify the refusal of some colleges to follow up on these ministerial instructions. Indeed, the guidelines stipulated the desired change in the student program had to take place "*whenever possible*"[27]. Some colleges or departments have judged that the targeted change was not desirable, stating that

27 This statement no longer appears in the 1998 revised guidelines.

the targeted courses already allowed the transfer of skills without having to reorganize the existing sequence. The reticence came mainly from French and Philosophy departments, objecting to the transformation of the last course of the sequence into a "service" course. For those teachers, the teaching of French and Philosophy really represents a common cultural element and, consequently, should not be reduced to what many perceive as end of program activities.

Such positions are founded on a restrictive interpretation of the educational intentions of the ministerial guidelines and have led to a misunderstanding of the fundamental orientation given to program-specific general education courses. The terminology used in the guidelines has certainly not promoted the support of the people most concerned and has led to losing touch with the intention to create closer links between those courses. The reasons stated are of a semantic as well as an ideological order.

The students met during the visits shared their interest for the program-specific general education courses because of the close link they allow with their program of studies.

In all cases where this was deemed necessary, the Commission recommended that the colleges concerned ensure the adaptation of program-specific general education courses, as defined in the *College Education Regulations*.

Program Exit Assessments

The successful completion of a program exit assessment, which has been compulsory since January 1st, 1999, constitutes one of the conditions for the awarding of the diploma of college studies, as defined in the *College Education Regulations*. Essentially, this assessment aims at measuring the capacity of students to integrate the knowledge acquired during their program of studies as well as the mastery of skills at the end of their college studies. The assessment represents the climax in the education of students since it permits a global judgment on the attainment of the objectives of the program, those pertaining to the program-specific education as well as those pertaining to the general education. It showcases the efforts made by students.

The challenge to be met in the development of a program exit assessment was great in that it required the broad consultation of all teachers, on one hand, to define a graduate profile specific to each of the programs and to attest, on the other hand, that the students had met the objectives. Within the context of this evaluation, the Commission focused primarily on the progress of work done in the colleges, specifically taking into account the general education educational intentions in these assessments.

Approximately half of the colleges have put into place procedures or developed tools to promote the development and application of program exit assessments. For example, some colleges adopted a framework stating the management and development rules for these assessments, including the conditions to be met. Orientation documents and guides have been prepared by colleges to support the teachers in this process. The participation of general education teachers on program committees or other ad isory bodies has also contributed to the integration of general education into the various program exit assessments. The presence of those teachers helped clarify the nature of the skills to be evaluated, as well as the correction criteria to be used.

In the absence of one or the other of the methods described above, the Commission was often brought to suggest or recommend improvements to the colleges. These improvements aimed essentially at promoting consultation methods, first among general education teachers, then between the latter and teachers of the program-specific component, to take into account the overall objectives of a program, and not only those of the program-specific component.

The delays of many colleges in developing genuine program exit assessments are explained, in part, by a too-widespread perception of the program notion which limits the content essentially to the program-specific component. Too often still, general education is seen as being outside the program of studies, as if it exists for itself only. This restrictive conception of general education leads students to consider it as a compulsory component for obtaining a diploma, but not essential to the mastery of competencies linked to their program of studies.

Other reasons explain the lateness of many colleges to integrate general education to program exit assessments. The still too modest contribution of general education teachers to program committees is mostly attributable to the context which prevailed during the last negotiations of working conditions by teachers of the college network. The boycotts in many colleges had a negative impact not only on the pursuit of ongoing deliberations in many institutions, but also on the value that students give to the program exit assessment. The Commission deplores the negative effects caused academically by such conflicts.

It is up to each of the colleges to develop assessments, wherein the successful completion demonstrates that students have attained the objectives of their program and mastered the skills linked to general education as well as program-specific education. There are various

ways of accomplishing this, but, as for the implementation of program-specific general education, the leadership showed by college management has considerable importance at all stages of the development of program exit assessments. Before renewal, on only rare occasions had colleges put in place exchange forums for general education teachers. Also, the decision of many colleges to promote consultation by creating a general education committee has facilitated the integration of this component into the program exit assessments.

It is important also that general education teachers be party to the development of program exit assessments. They must determine among themselves a graduate profile in general education, and identify the generic skills developed by general education, including which skills the student will need to use once in the work force or at university. Those skills can also be linked to the educational project of the college, in such a way that all recognize that general education is an integral part of student education, and thus of programs.

In summary, the importance given to the educational intentions of general education within the context of program exit assessments is insufficient. Improvements in this direction require a different vision of programs of studies so that teachers and students consider general education as an integral part of programs. As such, the Ministry has now taken an important first step by presenting programs of studies documents which include both the goals and the educational intentions of general education and of program-specific education, and this, for pre-university as well as technical programs. The explicit presence of general education educational intentions in the description of programs makes it possible to reflect on the role and importance of general education as a component in its own right of each of the programs of studies. It is now up to the colleges to give concrete expression to the intended integration of the two components.

Taking into account the problems identified in the implementation of program-specific general education courses and the absence of a framework, as well as the absence of general education teachers during the development of program exit assessments in the majority of colleges, the Commission believes that an intervention is necessary at the time of implementation of a program, or during program revision, to correct this situation. Consequently, the Commission recommends to colleges to :

> *Identify, at the time of implementation or revision of a program, the specific competencies to which the program-specific general education courses must contribute and to clarify the contribution of general education to the program exit assessment.*

Thus, by intervening at the opportune time, colleges will be in a position to truly give each program of studies a set of integrated learning activities aiming at the attainment of educational objectives according to set standards.

Complementary Component of General Education

The new *College Education Regulations* decreased from 4 to 2 the number of courses offered in the complementary general education component. In 1998, a new revision introduced greater flexibility in the access to these courses, students being henceforth able to select courses in the same field of study as the program to which they were registered, which was not allowed before. This revision follows a true perception of reality, the renewed complementary education component not having been implemented as was originally intended, and this, in a majority of the colleges. Indeed, the numerous changes brought about by the renewal, in general as well as program-specific education components, combined with the successive revisions to the complementary education component, had, as a consequence, relegated implementation of the new complementary education to a position of secondary importance in many institutions.

Originally conceived to promote a balance in the college education of students, while allowing them to select courses which take into account their personal and professional development, complementary courses have, in fact, most often served, and still serve, various purposes. Be it to meet the requirements of university prerequisites, to make up or upgrade, in particular in Language of Instruction and Literature, or to meet early requirements for concentration or specialization in some programs, the educational intentions linked to these courses are often neglected for the benefit of other educational objectives.

Moreover, constraints of an organizational nature, such as the availability of teaching resources and timetabling, determine and limit the course selection. This problem is even more acute in colleges of less than 500 students, where the number of complementary courses offered is often limited in such a way that these courses in practice become compulsory courses.

The evaluation revealed several problems, the most important of which concerns the access to complementary general education courses. Students ask for a better selection of more diversified courses, better adapted to their needs and to their interests, and to be registered in the courses of their choice, requests which many institutions do not seem to be in a position to respect due to the organizational constraints described above. Teachers remind us of the irregular offering of these courses and mostly of the difficulty in ensuring their equivalency in view of, on one hand, the variable motivation of students and, on the other hand, the little weight these courses carry in the student's program.

The Commission believes that the credits allocated to these courses could be better utilized in pursuing the integration objectives of general education. A modification of educational intentions and a revision of objectives and standards, combined with the abolition of regulations which limit the implementation of complementary courses, seems desirable. These courses could thus favourably be replaced by additional courses in the Second Language, for students who fail, at the end of two compulsory courses, to attain the minimum mastery of a second language, or by language courses other than English or French for students who wish to learn a third language. Secondary school students have many needs with respect to second language. Close to 40% of francophone students are in fact registered in the lowest level course in the second language when they begin collegial studies and fail to attain the level of mastery required to attain the targeted objective, which is, to communicate with a certain ease in a second language.

Such a situation demands rectification. It is important to recognize that the learning of a second language must allow students to progress in the mastery of this language. Also, to support and promote such progress, a third, second language course seems necessary for students placed in the lowest level when they arrive at the college. Such a measure would facilitate the attainment of the objective associated with second language courses and the conversion of a complementary course, both if necessary, would serve that purpose.

At a time of world globalization in most sectors, students wishing to expand their linguistic knowledge and skills to a third language should have the possibility of doing so. Also, colleges should be able to assure interested students the possibility of taking two language courses other than French or English. The two complementary courses could be used to this end. It goes without saying that students who do not have a particular interest in languages, and who are not touched by the rectification measures in the second language, could take any other course to which they are admissible offered by the college.

In this spirit, the Commission recommends to the Minister of Education to :

Modify section 9 of the College Education Regulations so as to :

- *eliminate the subject areas of complementary general education;*
- *allow the use of the credits allocated to complementary education to help students placed in the first level, second language course attain the minimal standard defined for the granting of the DEC;*
- *allow students interested in the learning of a third language to use these credits for that purpose.*

Change Management

The renewal of college education demanded that colleges proceed rapidly to ensure the implementation of the intended changes. The work to be done was considerable. Not only did colleges have the duty to ensure that students already registered could complete their education according to the regulations in force at the time of their admission, but they also had the responsibility of implementing a new academic regime that was revised during the first year of implementation.

The projects to be implemented were many : redefining course objectives and standards, developing program-specific and complementary general education, placing students correctly in second language courses, and developing program exit assessments. Moreover, all students are touched by general education and, consequently, an important proportion of teachers. Some had to review the final objectives of their courses. All had to work within a modified framework and adapt to new methods of teaching and of evaluating student achievement. Moreover, general education teachers were called upon to collaborate, first among themselves, then with teachers of the program-specific education component, to determine, for instance, the aspects of education which had to be taken into account in the development of program exit assessments.

Such a disruption required that colleges develop strategies to control structural changes. Also, budget cuts to which the college network, in the same way as other government agencies, was submitted did not favour the implementation of the reform; those constraints resulted, among other things, in the reduction of professional and management staff in the colleges.

In that context, colleges have in general accomplished their mandate with professionalism. But, the degree of implementation varies from one college to another, as does the nature of improvements to be made to different aspects of the implementation of general education. The exercise of a recognized academic leadership has most often been a determining factor. A strong and accepted leadership is in fact a necessary condition to create a dynamic organizational climate able to promote a common understanding of objectives to pursue. Such a leadership also ensures a sharing of responsibilities, which in turn contributes to the attainment of those objectives. On several occasions, the Commission reminded colleges of the importance of having an organizational and management mode which promotes the attainment of their objectives.

The exercise of strong academic leadership does not on its own suffice to settle all the difficulties linked to the implementation of such an important reform. The consent and support of all parties are essential. Thus, union boycotts have had a determining impact on the organizational climate and on the academic life of the colleges. In some colleges, the momentum which had been established by the management and teachers to support the enthusiasm required for the implementation of changes was lost, breaking the dialogue undertaken by the teachers themselves. For example, the development of program exit assessments has often been abandoned in spite of promising experiments.

Almost one college out of two also had to work against the resistance, and in some cases the opposition, of departments who stood against certain aspects of the renewal. Those difficulties have most often come from French and Philosophy departments. Colleges have also had to face up to another more general challenge, that of encouraging the adherence and the collaboration of all in order to promote the implementation of the program approach.

Taking into account the timelines, and the altogether reduced efforts on the part of the Ministry of Education to implement such a reform, it is not surprising that there was resistance. However, in spite of often difficult conditions, colleges have in general succeeded in offering teachers a framework which supports their efforts concerning the renewal. Certain aspects nonetheless require improvement.

Strengthening of Links among Disciplines

To reaffirm and reinforce the importance of general education in programs of studies has demanded that colleges strengthen and implement management structures capable of promoting the collaboration of teachers and allow, for example, the adaptation of program-specific general education courses and the development of program exit assessments. These two aspects demand the definition of a discipline's contribution not only in the context of its own acquisition of knowledge and development of intellectual skills, but in a perspective focused mainly on the student program.

To implement a true program approach, program committees constitute the best forum to promote collaboration among teachers. To reinforce and value the importance of general education within programs of studies, certain colleges have opted for other approaches, such as the creation of dialogue or advisory committees. The forum for exchanges is less important; what is essential, however, is to allow the establishment of systematic links

between, on one hand, the teachers of a discipline and, on the other hand, the teachers of all the disciplines constituting the student's program of studies, including the general education disciplines. This will result in a greater complementarity of the two educational components of programs of studies and, consequently, a greater coherence in the students' program. Thus, students will be better able to recognize and appreciate the contribution of the general education component in their present and future development.

Professional Development

Most colleges have offered professional development activities to their teachers and facilitated their participation in various activities : pedagogical days on specific themes, workshops, PERFORMA training sessions, conferences, and participation in the *Adaptation aux technologies et aux programmes d'études (ATPE)* program (adaptation to technologies and programs of studies).

Teachers have also invested in their own professional development. Departments and curriculum committees for each discipline have often created training and exchange forums. Teachers coordinating departments who participated on the various ministerial committees in charge of the development of new guidelines informed their colleagues about the educational content being redefined in terms of precise objectives and standards. Teachers have also participated in numerous symposia organized by their respective groups. The *Association québécoise de pédagogie collégiale (AQPC)*, (Quebec association for college pedagogy) was quite active in this regard by organizing colloquiums devoted, totally or in part, to the renewal of college education, and in particular to the changes in the general education component.

These initiatives, taken by colleges as well as teacher groups, have nonetheless allowed only a partial ownership of the renewal. The effect of the redefinition of courses into objectives and standards on the evaluation of student achievement, the problems linked to the introduction of a program-specific general education course, as well as the problems linked to the development of a program exit assessment which integrates the educational intentions of general education, are all aspects which have not sufficiently been taken into account by professional development activities. Moreover, the participation in these activities has often been neglected in favour of discipline development. The fact that a reform of such amplitude was imposed on teachers, on the basis of often unclear and vague concepts, without a real dialogue with the people concerned, explains in part the reluctance of teachers to participate in development activities and to adopt certain aspects of the renewal. The difficulties noted by the Commission in the reports it submitted to each of the colleges testify abundantly to the deficiencies in this regard. A better taking into account of the collective development of teachers would have smoothed away numerous difficulties

which delayed the implementation of aspects identified above. Very often, it appeared that the nature of the difficulties was related to anxiety based on an incorrect perception of the intentions behind the proposed changes. The colleges which organized pedagogical days for their teachers, in particular on the aspects which caused problems, have been rewarded for their efforts. Also, the Commission recommended to colleges, each time the situation called for it, that they develop professional development plans targeting primarily the pedagogical dimensions of teaching, in particular the evaluation of student achievement, and that they facilitate the participation of teachers in these activities.

Material Resources, Documentation and Teaching Tools

The addition of second language courses had an impact on the allocation of resources. Most colleges had to set up language laboratories and the Ministry has allocated sums for this purpose. Allowing for exceptions, colleges all have a language laboratory and many also have a multimedia laboratory.

College libraries generally meet student needs. Students have more and more access to information technologies, to the Internet and to the use of CDs. The main problems are the lack of documentary resources, in particular texts recommended by teachers, and reference books, as well as the updating of certain collections, especially in Language of Instruction and Literature and in Philosophy. In certain cases, accessibility to the library is limited to class time. To compensate for the lack of a library, and sometimes of a gymnasium, as well as the lack of available resources, approximately fifteen colleges have negotiated, or were about to negotiate agreements with other educational institutions or with municipalities. Such initiatives are encouraged.

Sports installations available to teachers and students for physical education courses are generally adequate, even remarkable in certain cases. Only a few colleges are experiencing difficulties in this regard.

Part 3
The Impact on Student Progress

This part describes the progression of the Fall 1994 cohort of *newly registered*[28] students at the college level and highlights some significant trends. By examining the impact of successfully completing the general education courses on student progress, the Commission wants to verify if failures in general education constitute an obstacle to graduation. Colleges, within the exercise of self-evaluation, have analyzed their results and their particular situations. The Commission has, for its part, conducted its own research on the subject and, on the basis of results obtained, proposes solutions with a view to increasing perseverance and the rate of graduation.

Colleges have compared their success rate in general education courses with those of the network; they have also provided data on the progression of their 1994 cohort of newly registered students. They have identified, among other things, the proportion of students who need only one or more general education courses to obtain their diploma within the prescribed time frame, and the proportion of students who need at least one general education course and at least one program-specific course to obtain their diploma within the prescribed time frame. According to the results obtained, few students need only one or more general education courses to obtain their diploma, most of them having to successfully complete courses in both educational components.

These results confirm the results of analyses conducted by the *Conseil supérieur de l'éducation*[29], those of the *Service régional d'admission du Montréal métropolitain*[30] (SRAM) and those of internal analyses conducted by the Ministry of Education, that have already demonstrated that failures in general education courses do not constitute, by themselves, a major factor in the low graduation rate observed at the college level, in particular in technical programs. Failures in general education courses contribute, however, to early withdrawal or the extension of college studies for many students.

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28. Newly registered (NR) students are those who are registering for the first time at the college level.

29. *Conseil supérieur de l'éducation, Pour une formation générale bien enracinée dans les études techniques collégiales*, Québec, June 1997, 88 p.

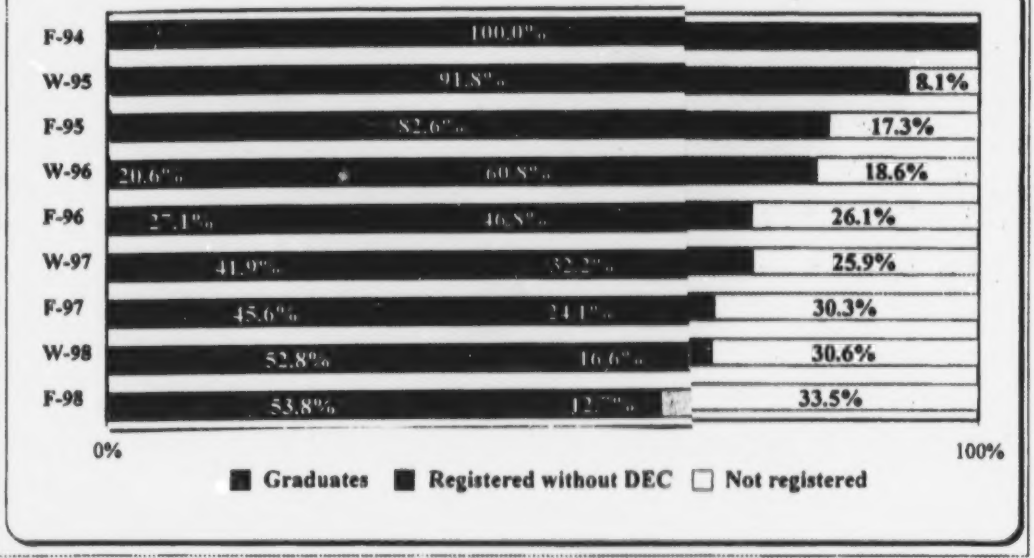
30. See studies done by the SRAM and those with which it has been associated. For example, R. Terrill and R. Ducharme : *Passage secondaire-collégial, caractéristiques étudiantes et rendement scolaire*, Montréal, SRAM, 1994, 380 p.; R. Terrill, *Étude comparative des taux de réussite aux secteurs préuniversitaire et technique dans les cours de la formation générale et de leur lien avec les taux de diplomation*, Montréal, SRAM, April 1997.

By taking into account the overall data available, the analysis of self-evaluation reports, observations made during the visits, research done on the subject and analyses already performed, the Commission formulated recommendations aimed at increasing the success rate in certain courses.

The Academic Progress of the 1994 Cohort of Newly Registered Students

The 1994 cohort of newly registered students at the college level included 56,016 students : 62.9% in the pre-university sector, 29.6% in the technical sector and 7.4% in the bridging session. Diagram 12 shows the academic progress of these students from Fall 1994 to Fall 1998[31].

Diagram 12
Academic Progress of 1994 Student Cohort
(newly registered at the college level)



Source : Data provided by CHESCO (MEQ), Fall 1994 - Fall 1998, and processed by the CEEC.
Note : *Not registered* refers to students from the same cohort who are no longer registered in a session, but who may reregister later.

After one year, in Fall 1995, 17.3% had already interrupted their studies[32] while a similar proportion had changed programs. Those who interrupted their studies have for the most part had multiple failures, in general education as well as in specific education courses.

At the end of the observation period, in Fall 1998, 53.8% of students of this cohort had been awarded the diploma of college studies, 12.7% were still pursuing their studies and 33.5% were no longer registered at the college level. Among students still pursuing their studies, a large proportion had not yet successfully completed all of their general education

31. For rounding purposes, the total may not reach 100 in the diagrams presented in this part.

32. This proportion is 14.8 % for those having started their studies in the pre-university sector, 18.5% in the technical sector and 33.4% in the bridging session.

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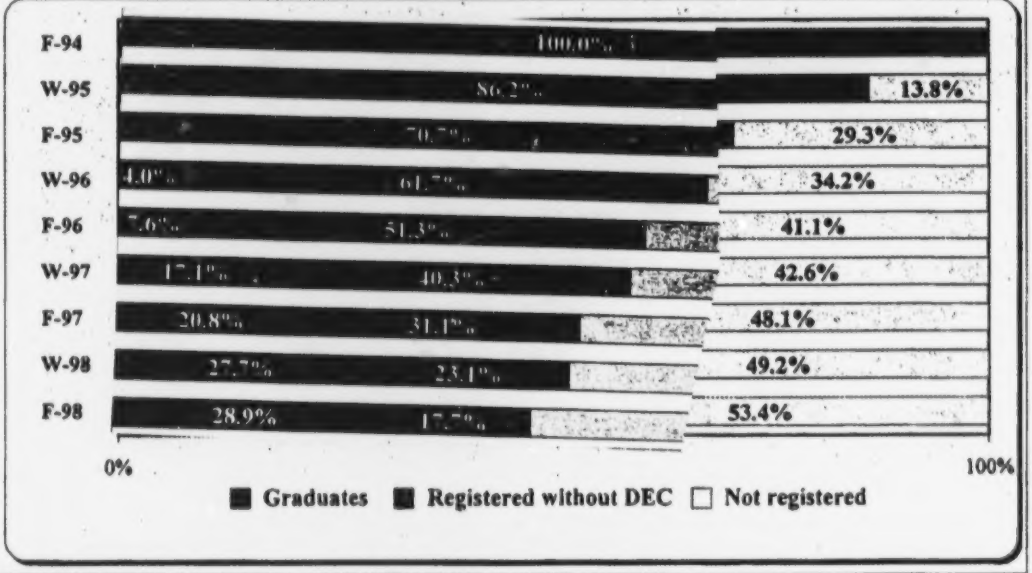
courses. After four and a half years, the total graduation rate of students who started their college studies in the pre-university sector was 61.8%, 44.1% in the technical sector and 24.2% in the bridging session.

If we add to the number of graduates of the 1994 cohort the students who are still pursuing their studies after four and a half years, the graduation expectancy for this cohort is approximately 67%, which translates into an overall graduation rate between 60% and 65%, as not all students registered in Winter 1998 will obtain their diploma.

Diagram 12 illustrates the importance of the first year in the academic progress of students since it is during the first two sessions that the withdrawal rate is the highest. Diagram 13

Diagram 13
Academic Progress of 1994 Student Cohort
with a Secondary School Average below 70%
(newly registered at the college level)



Source : Data provided by CHESCO (MEQ), Fall 1994 - Fall 1998, and processed by the CEEC.
Note : *Not registered* refers to students from the same cohort who are no longer registered in a session, but who may reregister later.

shows how important the first year is for students who begin college studies with an overall secondary school average below 70%.

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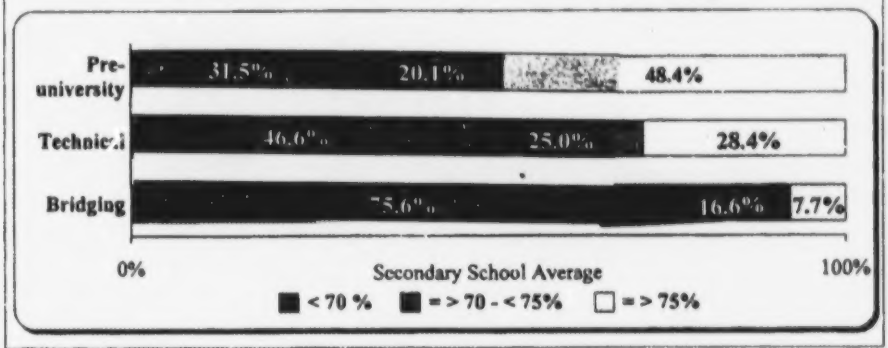
Diagram 14 shows the distribution by category of secondary school average and the education sector of students at the time of admission to college. Thus, among all students registered in Fall 1994 in a pre-university program, 31.5% had a secondary school average below 70%. In the technical sector, 46.6% of students were in this situation, and in the bridging session, 75.6%.

Diagram 14
Distribution, at the Time of Admission, of 1994 Student Cohort, by Sector and by Secondary School Average Category



Source : Data provided by CHESCO (MEQ), Fall 1994 - Fall 1998, and processed by the CEEC.

Diagrams 15 and 16 account for the graduation rate of students of the pre-university and technical sectors by category of secondary school average and sex. Female students achieve a better graduation rate than male students. The difference in graduation rates between female and male students with an equivalent secondary school average is even greater in the technical sector. This is a strong trend which effects the success rate in general education courses.

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Diagram 15
Graduation Rate, after 4½ Years, of 1994 Student Cohort Initially Registered in the Pre-university Sector, by Secondary School Average Category and Sex

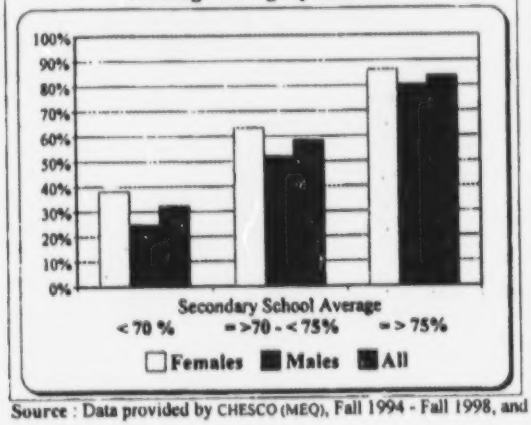
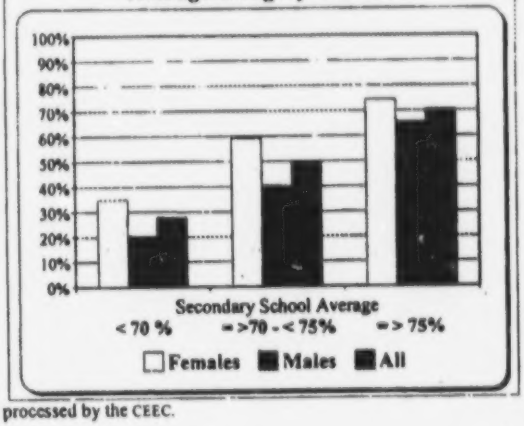


Diagram 16
Graduation Rate, after 4½ Years, of 1994 Student Cohort Initially Registered in the Technical Sector, by Secondary School Average Category and Sex



Source : Data provided by CHESCO (MEQ), Fall 1994 - Fall 1998, and processed by the CEEC.

A Few Significant Trends

An examination of the data on course success rates and the academic progress of students revealed a few significant trends which call for action on the part of all partners in college education.

The Importance of Successfully Completing the First Course

With respect to students coming in from the secondary level, the successful completion of the first *langue d'enseignement et littérature* or Language of Instruction and Literature course and of the first Philosophy or Humanities course proves to be a good indicator of the student's subsequent academic success and of the attainment of the diploma of college studies. However, among all of the general education courses, they are also generally those with the lowest success rates.

The 1994 cohort of newly registered students has been divided into eight groups, first by sector, namely technical or pre-university, and then according to their successful completion of the first *langue d'enseignement et littérature* or Language of Instruction and Literature course and of the first Philosophy or Humanities[33] course.

Students who have taken the two courses of these disciplines during the first session of their college studies have been divided into four groups :

Group A : Those who successfully completed both courses.

Group B : Those who successfully completed the *langue d'enseignement et littérature* or Language of Instruction and Literature course and failed the Philosophy or Humanities course.

Group C : Those who successfully completed the Philosophy or Humanities course and failed the *langue d'enseignement et littérature* or Language of Instruction and Literature course.

Group D : Those who failed both courses.

33. It is important to note that, in the absence of an imposed sequence for Humanities courses, the first course taken was 345-103-04 or 345-102-03.

Four other student groups were formed according to their having taken one of these two courses in their first session and having postponed the other to a later session[34] :

Group E : Those who successfully completed the *langue d'enseignement et littérature* or Language of Instruction and Literature course and postponed the Philosophy or Humanities course.

Group F : Those who successfully completed their Philosophy or Humanities course and postponed the *langue d'enseignement et littérature* or Language of Instruction and Literature course.

Group G : Those who failed the *langue d'enseignement et littérature* or Language of Instruction and Literature course and postponed their Philosophy or Humanities course.

Group H: Those who failed the Philosophy or Humanities course and postponed their *langue d'enseignement et littérature* or Language of Instruction and Literature course.

The Commission examined the graduation rates of these students.

Students who took both courses during the first session

A majority of students take the first *langue d'enseignement et littérature* or Language of Instruction and Literature course and Philosophy or Humanities course during their first session. The proportion of students in this situation is slightly greater in the pre-university sector (approximately 75%) than in the technical sector (approximately 65%)

After four and a half years, 80.4% of students in the pre-university sector (diagram 17) who have successfully completed both courses during their first session obtained their diploma of college studies. The students who failed one or the other course see their possibility of graduating decrease to 40.8%. The situation is dramatic for those who fail the two courses since less than 13.5% of them obtain their diploma. In summary, in comparison with the students who failed both courses, the probability of obtaining the diploma decreases by half when one or the other course is failed; this probability is six times less with two failures.

34. Some students of the 1994 cohort (less than 5 %) are not included in these eight groups : those who did not take any of the two courses in their first session and those who have a mention other than pass or fail in one of the two courses (substitution, equivalence, etc.).

In the technical sector (diagram 18), the situation after four and a half years is comparable to that of the pre-university sector. Students who successfully completed the two courses during their first session were more likely to obtain their diploma after four and a half years. Students who failed one or the other of the two courses see the probability of completing their DEC reduced by half after four and a half years, compared to those who successfully completed these courses. For those who failed both courses, the probability is six times less after the same period as only 11.4% obtain their DEC.

Diagram 17
Graduation Rate of the 1994 Student Cohort Initially Registered in the Pre-university Sector Having Completed the 1st Language of Instruction and Philosophy Course during the 1st Session (diploma obtained in one or the other sector) Groups A to D

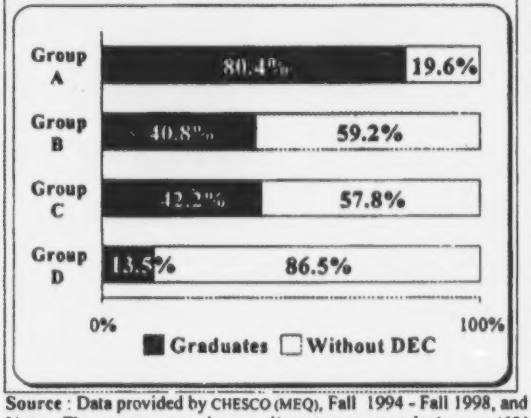
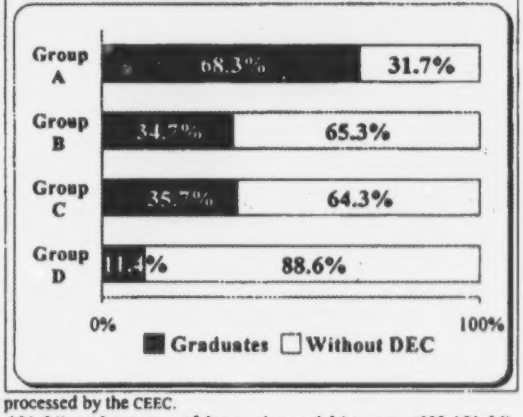


Diagram 18
Graduation Rate of the 1994 Student Cohort Initially Registered in the Technical Sector Having Completed the 1st Language of Instruction and Philosophy Course during the 1st Session (diploma obtained in one or the other sector) Groups A to D



Source : Data provided by CHESCO (MEQ), Fall 1994 - Fall 1998, and processed by the CEEC.
Note : The courses are : *langue d'enseignement et littérature* (601-101-04) or Language of Instruction and Literature (603-101-04), Philosophy (340-103-04) or Humanities (345-103-04 or 345-102-03).

Students who did not complete one or the other course during the 1st session

Approximately 25% of the students of the 1994 cohort registered in the pre-university sector did not take one or the other course (or both) during their first session. Approximately 35% of students in the technical sector are in the same situation.

In the pre-university sector (diagram 19), 76.8% of students who successfully completed the first *langue d'enseignement et littérature* or Language of Instruction and Literature course during their first session, and postponed taking the first Philosophy or Humanities course, obtained their diploma. This proportion is slightly less (by 4 points) than that of students who successfully completed the two courses during their first session. Those who started with the first Philosophy or Humanities course and postponed the first *langue d'enseignement et littérature* or Language of Instruction and Literature course, obtained their diploma in a proportion of 47.7%, that is 29 points less than students who started with

the first *langue d'enseignement et littérature* or Language of Instruction and Literature course.

In the technical sector (diagram 20), the same phenomenon can be observed; nevertheless, the difference between the two is smaller, by 24 points.

Diagram 19
Graduation Rate of the 1994 Student Cohort Initially Registered in the Pre-university Sector Having Postponed the 1st Language of Instruction or Philosophy Course to a Later Session (diploma obtained in one or the other sector) Groups E to H

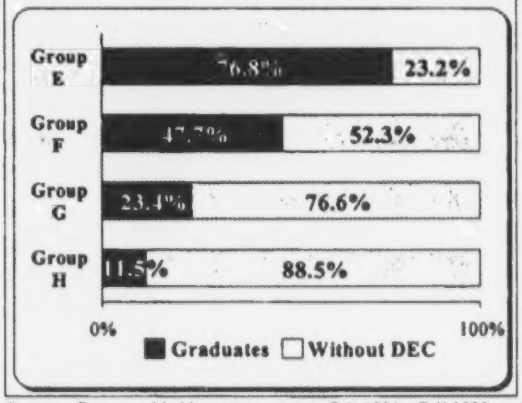
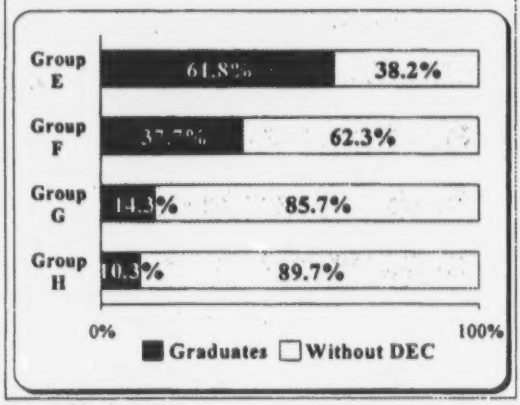


Diagram 20
Graduation Rate of the 1994 Student Cohort Initially Registered in the Technical Sector Having Postponed the 1st Language of Instruction or Philosophy Course to a Later Session (diploma obtained in one or the other sector) Groups E to H



Source : Data provided by CHESCO (MEQ), Fall 1994 – Fall 1998, and processed by the CEEC.
Note : The courses are : *langue d'enseignement et littérature* (601-101-04) or Language of Instruction and Literature (603-101-04), Philosophy (340-103-04) or Humanities (345-103-04 or 345-102-03).

The progress of these students reveals that the successful completion of the first *langue d'enseignement et littérature* or Language of Instruction and Literature course is a more determining factor in the successful completion of college studies than that of the first Philosophy or Humanities course. Those who successfully complete the first *langue d'enseignement et littérature* or Language of Instruction and Literature course in their first session, without taking the Philosophy or Humanities course, have a better chance of completing their college studies than those who have done the opposite.

These data confirm the great impact on the graduation of college students, of the successful completion, during the first session of registration, of the first *langue d'enseignement et littérature* or Language of Instruction and Literature course and of the first Philosophy or Humanities course. They also indicate that the predictive value of the successful completion of the first *langue d'enseignement et littérature* or Language of Instruction and Literature course is superior to that of Philosophy or Humanities when one of the two courses is postponed.

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These trends are also seen in the progress of those students whose secondary school average is below 70% (diagrams 21 to 24). These students are the most at risk for failure, in particular in the courses of the disciplines mentioned above[35]. They are also at risk of withdrawing from their program of studies before the beginning of the second year. Given the importance of these courses and their level of difficulty, it seems desirable that weak students take only one of them in their first session of registration at college. The analysis of the progress of the 1994 student cohort brings the Commission to believe that those students must be counselled to take and successfully complete the first *langue d'enseignement et littérature* or Language of Instruction and Literature course before taking the first Philosophy or Humanities course. The skills acquired in the first Language of Instruction and Literature course should help them to better succeed in the first Philosophy or Humanities course. This measure, combined with others aimed at increasing the success rate in these courses, should contribute to raising the graduation rate of students.

Colleges which have already adopted a similar measure for the students of the technical sector have noticed an increase in the success rate of these students. Having completed one additional course in the specific education component during their first semester, students can sooner confirm their career choice, and this increases their motivation to pursue their college studies. The Commission, for its part, identified the same trend at the end of the analysis it performed on the academic progress of students of the pre-university and technical sectors.

35. All categories combined, the success rate in the first session in the first *langue d'enseignement et littérature* or Language of Instruction and Literature course is 76% overall and 51% for students whose secondary school average was below 70%. In Philosophy or Humanities, these rates are 78% and 58%.

Diagram 21
Graduation Rate of the 1994 Student Cohort Initially Registered in the Pre-university Sector Having Completed the 1st Language of Instruction and Philosophy Courses during their 1st Session (diploma obtained in one or the other sector)
Groups A to D
Secondary School Average < 70%

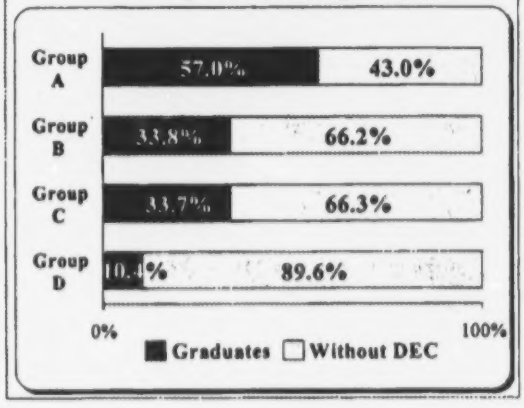


Diagram 22
Graduation Rate of the 1994 Student Cohort Initially Registered in the Technical Sector Having Completed the 1st Language of Instruction and Philosophy Courses during their 1st Session (diploma obtained in one or the other sector)
Groups A to D
Secondary School Average < 70%

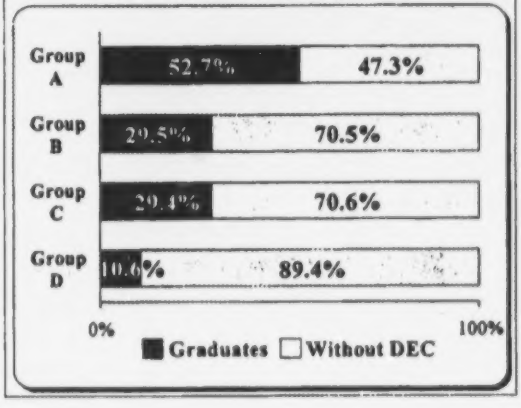


Diagram 23
Graduation Rate of the 1994 Student Cohort Initially Registered in the Pre-university Sector Having Postponed the 1st Language of Instruction or Philosophy Course to a Later Session (diploma obtained in one or the other sector)
Groups E to H
Secondary School Average < 70%

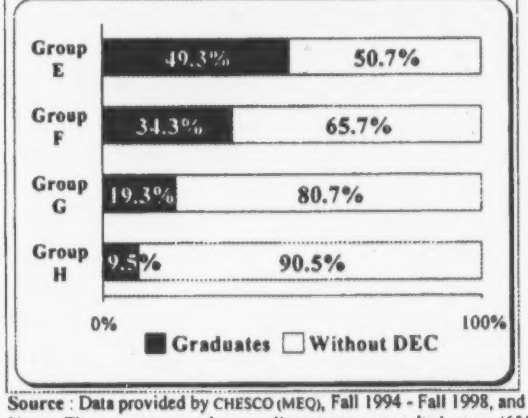
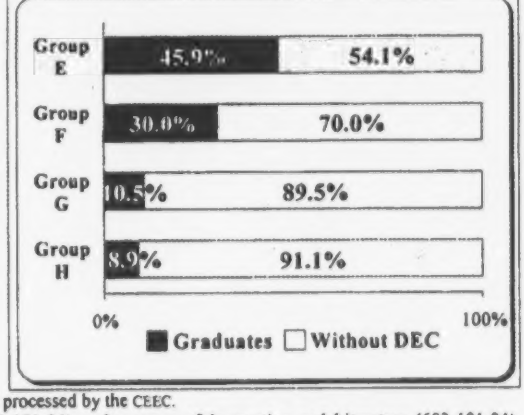


Diagram 24
Graduation Rate of the 1994 Student Cohort Initially Registered in the Technical Sector Having Postponed the 1st Language of Instruction or Philosophy Course to a Later Session (diploma obtained in one or the other sector)
Groups E to H
Secondary School Average < 70%



Source : Data provided by CHESCO (MEQ), Fall 1994 - Fall 1998, and processed by the CEEC.
Note : The courses are : *langue d'enseignement et littérature* (601-101-04) or Language of Instruction and Literature (603-101-04), Philosophy (340-103-04) or Humanities (345-103-04 or 345-102-03).

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For all of the above reasons, the Commission recommends to colleges to :

> *Consider, among available measures aimed at increasing the perseverance and graduation of students whose secondary school average is weak, the postponement of the first Philosophy or Humanities course until after the completion of the first* langue d'enseignement et littérature *or Language of Instruction and Literature course.*

In light of the results of its analysis, this measure could possibly also be extended to other clientèles who experience difficulties, and thus help raise the success rate in these courses as well as the graduation rate.

The Impact of Academic Success in the General Education Courses on the Completion of the Diploma within the Prescribed Time Frame

A majority of the students (almost 90%) still registered at college without having completed their diploma in the prescribed time frame did not successfully complete all of their general education courses. In fact, among those students (1994 cohort, pre-university sector), approximately 73% had not completed all their Language of Instruction and Literature courses, 58% had not completed their Philosophy courses, 54% their second language courses and almost 30% their Physical Education courses. In the technical sector, 65% had not completed their Language of Instruction and Literature courses, 48% their Philosophy courses, 74% their second language courses and 27% their Physical Education courses.

There are various reasons for this situation. For example, students who begin their college studies in the bridging session find it difficult to complete all of these courses in two or three years. Many students choose to extend the duration of their studies for various reasons, family or financial for example. Many students are in that situation because they have accumulated failures in general education courses. These failures contribute to delaying the completion of the diploma. Certain recommendations contained in this report aim precisely at increasing the success rate in the first course of disciplines with the highest failure rates, namely *langue d'enseignement et littérature* or Language of Instruction and Literature and Philosophy or Humanities.

Other avenues are also likely to motivate students to more rapidly complete all of their general education courses. For example, some colleges authorize students to register in the final practicum, or integration project, only if they have successfully completed, or are in the process of successfully completing, all of their general education courses. This condition leaves no ambiguity as to the importance of general education in a program of studies. Colleges must, however, offer to their students the required conditions, from an

academic organizational point of view, so that students may satisfy the condition in the time allowed. Consequently, the Commission recommends to the colleges to :

> *Include in the conditions for access to the final practicum or integration project of the program of studies, the successful completion, or the student being in the process of successfully completing, all general education courses.*

The Efficiency of Support Measures

Most of the colleges have implemented help centres for students with learning difficulties in some disciplines. Those centres, in most cases specific to a discipline, French or Philosophy, for example, are generally managed by teachers and by students who agree to tutor other students with difficulties. These centres are usually well established in the colleges and many among them have adopted measures to increase the participation rate, such as expressly recommending to certain students that they make use of the centres. Other colleges follow up on students who use the help centres in order to monitor their progress.

The different measures developed by colleges vary from one institution to another, but all of them aim at supporting students in successfully completing their studies. Some colleges identify students who are at risk as soon as they are admitted and provide individualized supervision. In English, Second Language, for example, some colleges use the placement test to identify weak students and propose various support measures (tutoring, workshops, conversation groups, etc.) in addition to their second language course. For their part, some anglophone colleges have developed a one-week welcome program, during which academic and social activities facilitate the integration of students whose mother tongue is not English. This measure aims at improving the students' mastery of the English language before they start their Language of Instruction and Literature course.

Because many students have difficulty successfully completing their first Philosophy course, some colleges have developed support and supervision measures specific to this discipline. These measures are diverse in different colleges : help centres in Philosophy, follow-up of students experiencing difficulty, philosophy clubs and websites. The teachers showed originality in developing measures that increase reading and comprehension skills that apply to philosophical texts. As for other disciplines, a screening test at the beginning of the course helps identify students at risk who require supervision. The students who visit these help centres are sometimes allowed to write a supplemental examination.

Opinion polls conducted by the colleges show that almost all students know about the existence of the different help centres, in French, in English or in Philosophy. On the other

hand, the percentage of students using these centres is low. For example, in the French sector, less than 20% of students have used the support services. The attendance rate is insufficient, especially when the first Language of Instruction and Literature course is a major difficulty for many secondary school students, in particular males whose secondary school average is below 70%.

Studies conducted by a few colleges have demonstrated the positive impact of the support measures on the success of students. More colleges should therefore be developing such measures and encouraging students in need to use them. To be fully efficient, these measures must nevertheless be preceded by adequate screening of students experiencing difficulties. A follow-up of the learning progress of these students must also be done. Therefore, the Commission recommends to colleges to :

> *Further develop the various support measures for students with difficulties, to coordinate these measures so as to ensure an adequate follow-up of the students and, finally, for students at risk, to make participation in these measures a condition to the pursuit of their studies.*

Conclusion

At the end of the evaluation of the implementation of general education, the Commission can attest that students receive a quality education in most of the college institutions. Of the eighty-seven reports analysed, the Commission has concluded that, in sixty cases, colleges provide a quality education; in twenty-two cases, colleges show strengths and weaknesses; and, finally, in five cases, colleges are experiencing problems. Moreover, the targets set by the renewal, specifically those concerning general education, are well in the process of being achieved.

The most important progress was accomplished in the area of program coherence : tightening and enriching of content, setting of objectives and standards for each of the courses, and planning the sequence of learning in each of the disciplines. These elements were provided for in the ministerial guidelines and have been respected, namely in common general education. With respect to pedagogy, teachers have modified their teaching so as to increase practical exercises in class and ensure better participation by students.

The main improvements required to complete the implementation of general education, as it was redefined by the renewal, concern the evaluation practices and the increased links between the two components of education. Thus, the achievement of terminal objectives, according to set standards, requires the development of a new plan in which the final evaluation must demonstrate the global achievement of targeted objectives. The Commission has noted numerous problems in this respect and has made recommendations that the application of Institutional Policies on the Evaluation of Student Achievement be respected, or even reviewed.

Colleges will also need to pursue their efforts to stress collaboration between the general and the specific education components of programs of studies. Two measures listed in the *College Education Regulations* aim at promoting greater links in this respect : the program-specific general education component and the program exit assessment. At the time of the evaluation, the Commission notes that the greatest difficulties lie with those aspects of the renewal. The two components of programs of studies still think of themselves as working parallel to each other. The implementation of these measures requires the collaboration of all departments concerned in a program. This major change, not only in practice, but also in organizational behaviour, takes a longer ownership and experimentation time. After six years, the time has nevertheless come to ensure that programs become truly integrated and coherent. The Commission also took a keen interest in the successful completion of general education courses and its impact on the graduation

of students. It formulated to the Minister and colleges certain recommendations in this respect. The evaluation has indeed revealed that adjustments to the ministerial guidelines and to the pedagogical environment could improve the successful completion of the first course of Language of Instruction and Literature and of Philosophy, and increase the potential graduation rate of a cohort.

The evaluation, therefore, has brought to the fore and, in some cases, recalled the contribution of general education to the student's education within programs of studies. It has also highlighted the increased need for collaboration between the different bodies recently created to consolidate general education.

Summary of Conclusions of Evaluation Reports

The Commission presents a summary of conclusions of evaluation reports concerning the implementation of general education[36]. Each summary states the judgment rendered by the Commission, the main strengths in the implementation of the principal changes brought about by the renewal (common general education, program exit assessment, program approach, collaboration among departments, etc.), as well as aspects that need to be improved.

Cégep de l'Abitibi-Témiscamingue (Problématique)
À améliorer : la formation générale propre en langue d'enseignement et littérature et en philosophie; la pertinence des travaux et l'équivalence de la charge de travail pour un même cours donné par plus d'un professeur; la conformité des plans de cours à la PIEA et aux devis ministériels; les instruments d'évaluation; la place de la formation générale dans les épreuves synthèses de programmes; les mécanismes de gestion et la mise en oeuvre des processus pédagogiques.

Collège Ahuntsic (Qualité)
À souligner : l'offre des cours complémentaires encadrée par des orientations pertinentes; l'élaboration de documents pédagogiques liés aux exigences du renouveau; l'organisation d'un stand de la formation générale à l'occasion d'une journée « Portes ouvertes ».
À améliorer : l'adoption d'une définition de la formation générale propre faisant consensus auprès des départements concernés; les regroupements de programmes pour faciliter l'adaptation des cours de formation générale propre; l'utilisation d'instruments d'évaluation permettant d'attester l'atteinte des objectifs et standards, particulièrement en langue d'enseignement et littérature et en philosophie.

Collège d'Alma (Qualité)
À souligner : les modalités d'adaptation de la formation générale propre au programme d'études.

Collège André-Grasset (Qualité)
À souligner : les liens entre le projet éducatif et le choix des cours de formation générale propre et complémentaire; la participation des professeurs de la formation générale à la conception et à la mise en œuvre des épreuves synthèses de programmes.

Cégep André-Laurendeau (Forces et faiblesses)
À améliorer : la mise en œuvre de la formation générale; le respect des devis et l'évaluation des apprentissages en éducation physique; la prise en compte, dans les épreuves synthèses, des intentions éducatives de la formation générale; la gestion pédagogique; la concertation dans la perspective d'une approche programme et d'une vision partagée de la formation générale.

36. The evaluation reports of each of the colleges are public documents. They may be consulted on the Commission's website at the following address : http://www.ceec.gouv.qc.ca

Cégep de Baie-Comeau (Qualité)
À souligner : les efforts réalisés par les enseignants pour ajuster leur enseignement aux changements introduits par le renouveau en formation générale.
À améliorer : le processus d'approbation des plans de cours et l'application de la PIEA, plus particulièrement au chapitre de l'information contenue dans les plans de cours.

Collège Bart (Forces et faiblesses)
À améliorer : le respect des intentions éducatives de la formation générale; l'application de la PIEA et les mécanismes d'analyse des plans de cours et des modes et instruments d'évaluation.

Cégep Beauce-Appalaches (Problématique)
À améliorer : les orientations en matière de formation générale; la formation générale propre en philosophie; l'application de la PIEA; l'intégration des intentions éducatives de la formation générale dans les épreuves synthèses de programmes; la gestion pédagogique.

Collège de Bois-de-Boulogne (Qualité)
À souligner : l'élaboration de plans-cadres dans chacune des disciplines ainsi que pour l'épreuve synthèse.
À améliorer : l'approbation des plans de cours et l'évaluation des apprentissages, notamment en philosophie; l'application de la PIEA.

Centennial College (Qualité)
À souligner : l'épreuve synthèse développée dans le programme Sciences humaines.
À améliorer : l'examen des plans de cours, notamment afin d'assurer la prise en compte de tous les objectifs et l'équité des pratiques d'évaluation.

Champlain-Lennoxville (Qualité)
À souligner : l'appropriation par les enseignants des enjeux du renouveau; la concertation et les efforts afin de partager une vision commune de la formation générale.
À améliorer : les modes et instruments d'évaluation des apprentissages en éducation physique; l'analyse du cheminement scolaire des élèves; la réussite des cours, particulièrement pour les élèves de la première année.

Champlain -St-Lambert (Qualité)
À *améliorer* : le respect des standards établis dans les devis ministériels en français, langue seconde; les plans de cours et les instruments d'évaluation en éducation physique; l'intégration de la formation générale dans l'épreuve synthèse du programme Sciences de la nature.

Champlain-St. Lawrence (Forces et faiblesses)
À souligner : la formation en éducation physique; les mesures d'encadrement et de suivi des élèves.
À améliorer : la séquence des apprentissages dans la discipline *Humanities*; les cours de formation générale propre des disciplines *Humanities*, *Language of Instruction and Literature* et français, langue seconde; le contenu des plans de cours, l'équivalence des exigences lorsqu'un même cours est donné par plus d'un professeur; l'application de la PIEA; la clarification du rôle des instances responsables de la mise en œuvre de la formation générale et leur soutien.

Cégep de Chicoutimi (Qualité)
À souligner : les travaux préparatoires à l'élaboration des épreuves synthèses de programmes.
À améliorer : les pratiques d'analyse et d'approbation des plans de cours ainsi que les modes et instruments d'évaluation des apprentissages.

Collège d'affaires Ellis (Qualité)
À souligner : l'approche globale de la formation axée sur les objectifs du projet éducatif et sur les objectifs des programmes.
À améliorer : le mécanisme de préparation des plans de cours et leur vérification afin d'assurer le respect de la PIEA et des devis ministériels.

Dawson College (Qualité)
À souligner : les moyens mis en œuvre pour inciter les élèves à réussir la formation générale, la variété et la qualité du perfectionnement suivi par les professeurs; le leadership démontré par la Direction dans l'implantation du renouveau.

Cégep de Drummondville (Qualité)
À souligner : les services et les mesures d'aide à la réussite.
À améliorer : l'évaluation des apprentissages dans certains cours.

Collège Édouard-Montpetit (Forces et faiblesses)
À souligner : la création d'une table de concertation de la formation générale.
À améliorer : l'adaptation des cours de formation générale propre aux programmes d'études, particulièrement en langue d'enseignement et littérature et en philosophie; l'application de la PIEA.

Collège François-Xavier-Garneau (Qualité)
À souligner : les services et les mesures d'aide à la réussite.
À améliorer : les instruments d'évaluation, notamment en philosophie; l'équivalence et l'équité de l'évaluation ainsi que l'harmonisation de la charge de travail des élèves dans l'ensemble des cours.

Cégep de la Gaspésie et des Îles (Qualité)
– **Campus de Gaspé, Centre d'études collégiales des Îles-de-la-Madeleine, Centre spécialisé des pêches**
À souligner : le leadership pédagogique exercé lors de l'implantation du renouveau et l'appropriation du renouveau par les professeurs.
À améliorer : les instruments d'évaluation en anglais, langue seconde, et en éducation physique; l'intégration des intentions éducatives en formation générale dans les épreuves synthèses de programmes; le système d'information sur les programmes.

– **Centre d'études collégiales de Carleton** (Qualité)
À souligner : le leadership pédagogique exercé lors de l'implantation du renouveau et l'appropriation du renouveau par les professeurs; l'adaptation de la formation générale propre, en philosophie et en français, aux programmes d'études.
À améliorer : l'intégration des intentions éducatives de la formation générale dans les épreuves synthèses de programmes; le système d'information sur les programmes.

Cégep de Granby Haute-Yamaska (Forces et faiblesses)
À améliorer : l'application de la PIEA, notamment les règles d'évaluation et le mécanisme d'approbation des plans de cours; le contexte de l'enseignement de la philosophie.

Heritage College (Qualité)
À souligner : l'adaptation des cours de la formation générale propre aux programmes d'études; les épreuves synthèses de programmes; les mécanismes de concertation entre la formation générale et la formation spécifique.
À améliorer : l'enseignement du français, langue seconde; l'analyse en profondeur des facteurs d'échecs et d'abandon des études; l'application de la PIEA.

Collège Jean-de-Brébeuf (Qualité)
À souligner : l'élaboration des épreuves synthèses.
À améliorer : la régularisation de l'offre de cours d'éducation physique conformément aux prescriptions du *Règlement sur le régime des études collégiales*; les mécanismes d'approbation des plans de cours; l'application de la PIEA.

John Abbott College (Forces et faiblesses)
À améliorer : la démarche d'autoévaluation; les mécanismes d'approbation et de vérification des plans de cours; la révision de la PIEA; la précision des responsabilités des diverses instances; les liens entre les départements de la formation générale.

Cégep de Jonquière (Qualité)
À souligner : le leadership du collège dans l'implantation du renouveau.
À améliorer : la formation générale propre en philosophie; la vérification de l'application des politiques institutionnelles et départementales d'évaluation des apprentissages.

– **Centre d'études collégiales en Charlevoix** (Forces et faiblesses)
À améliorer : l'adaptation des cours de formation générale propre en philosophie; l'application de la PIEA, notamment en anglais, langue seconde et en philosophie; l'administration d'une épreuve synthèse de programme; le perfectionnement des professeurs; le leadership pédagogique.

Collège Lafièche (Qualité)
À souligner : l'intégration de la formation générale au programme d'études de l'élève; la formation générale propre; les épreuves synthèses; l'efficacité des comités de programmes.
À améliorer : le respect de la PIEA et l'évaluation des apprentissages, en particulier en éducation physique.

Cégep régional de Lanaudière à L'Assomption (Qualité)
À souligner : les efforts accomplis pour l'adaptation des cours de la formation générale propre aux domaines d'études des élèves.
À améliorer : le respect des règles de la PIEA (évaluation de tous les objectifs visés par les cours et utilisation des critères de performance correspondants; pondération et équivalence des évaluations); le leadership pédagogique de la direction.

Cégep régional de Lanaudière à Joliette (Forces et faiblesses)
À souligner : la place importante accordée par les professeurs à la qualité du français écrit.
À améliorer : l'équivalence de la charge de travail pour un même cours donné par plus d'un professeur; l'application de la PIEA (approbation des plans de cours); la concertation entre les disciplines de la formation générale et la participation des professeurs de la formation générale aux travaux des comités de programmes.

Collège LaSalle (Forces et faiblesses)
À améliorer : l'application de la PIEA; les plans de cours, notamment afin de les rendre complets et conformes aux devis ministériels; l'évaluation des apprentissages; la gestion pédagogique de la formation générale.

Conservatoire Lassalle (Forces et faiblesses)
À souligner : les liens entre la formation générale et la formation spécifique que favorise le programme offert au Conservatoire.
À améliorer : la correspondance, en anglais, entre le classement des élèves et le niveau de difficulté de chacun des cours; le processus d'approbation des plans de cours, particulièrement en ce qui concerne leur élaboration, les exigences de travail en dehors des cours; le respect des devis ministériels et de la PIEA; la conservation de la documentation; les ressources matérielles, documentaires et informatiques.

Cégep de La Pocatière (Qualité)
À souligner : la mise en œuvre des cours de formation générale propre.
À améliorer : la gestion des plans de cours, notamment au niveau départemental; le mode de fonctionnement des équipes-programmes et la concertation des professeurs de formation générale.

– **Centre d'études collégiales de Montmagny** (Qualité)
À améliorer : la mise en œuvre des moyens pédagogiques en philosophie.

Collège de Lévis (Qualité)
À souligner : les mesures de soutien et d'encadrement.
À améliorer : l'application de la PIEA en ce qui concerne la conformité des plans de cours aux devis ministériels et l'adéquation des modes et instruments d'évaluation aux objectifs des cours.

Cégep de Lévis-Lauzon (Qualité)
À souligner : l'adhésion des équipes départementales aux orientations du renouveau.

Collège de Limoilou (Forces et faiblesses)
À souligner : les mesures de soutien pour accompagner les élèves en difficulté.
À améliorer : l'implantation de la formation générale propre; l'analyse des indicateurs sur le rendement scolaire.

Collège Lionel-Groulx (Qualité)
À souligner : l'adaptation des cours de la formation générale propre aux programmes d'études; les plans-cadres; la prise en compte des intentions éducatives de la formation générale dans les profils du diplômé et les épreuves synthèses; le leadership de la direction en matière d'approche programme.

Campus Macdonald (Qualité)
À souligner : les ressources matérielles allouées à la formation générale; l'épreuve synthèse de programme.
À améliorer : les plans de cours en éducation physique, en français et en formation générale complémentaire; l'implantation de l'approche programme.

Collège de Maisonneuve (Qualité)
À souligner : l'élaboration de plans-cadres pour chacun des cours; l'importance accordée à la créativité dans la plupart des cours de langue d'enseignement et littérature.
À améliorer : le leadership pédagogique au sein du département d'anglais; les modes d'évaluation en vue de certifier l'atteinte des objectifs pour chacun des cours.

Collège Marianopolis (Qualité)
À souligner : l'adhésion au projet éducatif et les mesures de soutien et d'encadrement des élèves.
À améliorer : les pratiques d'évaluation des apprentissages, l'application, et au besoin, la révision de la PIEA.

Cégep Marie-Victorin
– Enseignement régulier (Qualité)
À souligner : l'encadrement et le soutien dans le développement pédagogique lors du renouveau.
À améliorer : les mécanismes de suivi du cheminement scolaire des élèves.

– Formation continue (Qualité)
À souligner : les mesures de soutien et d'encadrement des élèves.
À améliorer : le respect des objectifs et standards ministériels pour les cours de formation générale propre.

– Milieu carcéral (Qualité)
À souligner : la concertation entre les enseignants.
À améliorer : l'application de la PIEA.

– **Écoles Beth Jacob et Chaya Mushka** (Problématique)
À améliorer : la gestion pédagogique en vue d'assurer le respect des devis ministériels et de la PIEA.

– **Torah and Vocational Institute** (Problématique)
À améliorer : le respect des devis et des standards d'admission aux études collégiales conduisant à l'obtention d'un DEC; la mise en œuvre de la PIEA; la réussite scolaire et le soutien des élèves.

Cégep de Matane (Qualité)
À souligner : l'intégration de la formation générale dans les épreuves synthèses de programmes.
À améliorer : l'analyse du cheminement scolaire des étudiants.

– **Centre matapédien d'études collégiales** (Cégep de Matane et Cégep de Rimouski) (Qualité)
À souligner : les activités d'apprentissage variées, particulièrement en éducation physique.
À améliorer : la définition des orientations pédagogiques; les mécanismes de concertation et de communication; les moyens pédagogiques et les plans de cours en anglais, langue seconde.

Collège Mérici (Qualité)
À souligner : les efforts permettant d'assurer l'intégration de la formation générale dans la formation spécifique, notamment l'apport de la formation générale à l'épreuve synthèse de programme.
À améliorer : les modalités et les critères d'évaluation des apprentissages.

Collège moderne de Trois-Rivières (fermé depuis le 31 mai 1999) (Qualité)
À souligner : l'adaptation de la formation générale propre au programme de Bureautique et la préoccupation de ces professeurs à l'égard de la formation générale.
À améliorer : l'évaluation des apprentissages dans certains cours.

Collège Montmorency (Forces et faiblesses)
À améliorer : la formation générale propre en langue d'enseignement et littérature; le mécanisme d'approbation des plans de cours; le respect de la PIEA et l'équivalence des évaluations en langue d'enseignement et littérature et en éducation physique; l'analyse des causes d'échecs en formation générale.

Campus Notre-Dame-de-Foy (Qualité)
À souligner : les épreuves synthèses de programmes.
À améliorer : le respect des devis de la formation générale propre; l'application de la PIEA.

Collège O'Sullivan de Montréal (Forces et faiblesses)
À améliorer : l'enseignement en éducation physique et le respect des devis ministériels dans certains cours de *Humanities* et d'anglais, langue seconde; l'évaluation des apprentissages; les ressources documentaires; la place de la formation générale dans les programmes d'études.

Collège O'Sullivan de Québec (Qualité)
À souligner : l'adaptation des méthodes pédagogiques dans les cours de formation générale propre.
À améliorer : l'application de la PIEA; l'évaluation des apprentissages; la bibliothèque.

Collège de l'Outaouais (Qualité)
À souligner : le leadership de la direction dans l'implantation du renouveau; la cohérence de la formation générale et sa mise en œuvre; l'harmonisation des plans de cours; les plans-cadres; l'adaptation des cours de la formation générale propre et la redéfinition des cours complémentaires.

Collège de la région de L'Amiante (Qualité)
À souligner : le profil de la formation générale intégré dans le profil de la formation spécifique de l'étudiant; l'adaptation des cours de la formation générale propre, particulièrement en langue d'enseignement et littérature; les épreuves synthèses de programmes.

Cégep de Rimouski (Qualité)
À souligner : l'appropriation du renouveau par les professeurs.
À améliorer : l'équivalence des exigences d'apprentissages et l'équité des pratiques d'évaluation; les taux de réussite des cours et la diplomation.

– **Institut maritime du Québec** (Qualité)
À améliorer : l'évaluation des apprentissages; le parachèvement de l'autoévaluation en ce qui regarde la réussite des cours; le cheminement des élèves et la diplomation.

Cégep de Rivière-du-Loup (Qualité)
À souligner : les mesures d'encadrement et d'aide aux élèves.
À améliorer : la gestion et le leadership pédagogique.

Collège de Rosemont (Forces et faiblesses)
À souligner : l'adaptation de la formation générale propre en langue d'enseignement et littérature et en anglais, langue seconde, aux programmes d'études.
À améliorer : l'application de la PIEA (contenu des plans de cours, équivalence des exigences, évaluation de chacun des objectifs des cours); la concertation autour des intentions éducatives en formation générale; les taux de réussite des cours de formation générale.

– **Centre collégial de formation à distance** (Qualité)
À souligner : la qualité du matériel pédagogique; la formation générale propre en philosophie; l'épreuve synthèse du programme Sciences humaines.

Cégep de Saint-Félicien (Forces et faiblesses)
À souligner : l'implantation de la formation générale propre et complémentaire.
À améliorer : l'application de la PIEA; les rapports entre les différents groupes en vue de poursuivre l'implantation de la formation générale renouvelée; la mise en œuvre d'un plan d'action partagé à la suite de l'autoévaluation.

Cégep de Sainte-Foy (Qualité)
À souligner : les efforts déployés par le Collège afin d'implanter adéquatement le renouveau; les taux de réussite des cours de la formation générale ainsi que les mesures d'encadrement des élèves.
À améliorer : l'équivalence des évaluations dans les cours de philosophie et l'adaptation des cours de formation générale propre aux programmes d'études des élèves.

Cégep de Saint-Hyacinthe (Problématique)
À améliorer : la mise en œuvre de la formation générale propre en philosophie et en langue d'enseignement et littérature; les méthodes ou les pratiques pédagogiques utilisées dans ces deux disciplines; les mécanismes d'approbation des plans de cours et les modes d'évaluation; l'intégration des intentions éducatives en formation générale dans les épreuves synthèses de programmes; la concertation en vue d'une mise en œuvre effective de la formation générale et son arrimage avec la formation spécifique des programmes d'études.

Cégep Saint-Jean-sur-Richelieu (Qualité)
À souligner : l'offre des cours complémentaires; la contribution du Comité de la coordination interdépartementale à la mise en œuvre de différents aspects de la formation générale.
À améliorer : l'application de la PIEA; les modes et instruments d'évaluation des apprentissages; certaines pratiques d'évaluation en éducation physique.

Cégep de Saint-Jérôme (Forces et faiblesses)
À améliorer : le cours de formation générale propre en langue d'enseignement et littérature; l'évaluation des apprentissages; l'équivalence de la charge de travail et l'équité de l'évaluation en langue d'enseignement et littérature et en philosophie; une vision partagée concernant la formation générale.

– **Centre collégial de Mont-Laurier** (Qualité)
À souligner : la synergie entre la formation générale et la formation spécifique; la participation de professeurs de disciplines de formation générale aux travaux des comités de programmes; la prise en compte, par certains comités de programmes, des intentions éducatives de la formation générale dans les profils de sortie.
À améliorer : la formation générale propre en anglais; la formation en éducation physique; le respect de l'application de la PIEA et la mesure de l'atteinte des objectifs des cours.

Cégep de Saint-Laurent (Forces et faiblesses)
À améliorer : la mise en œuvre des devis ministériels des cours de formation générale propre en langue d'enseignement et littérature et en philosophie; l'exercice d'un leadership pédagogique et l'établissement de liens entre les professeurs de la formation générale et ceux de la formation spécifique; l'amélioration de la réussite.

Cégep de Sept-Îles (Forces et faiblesses)
À souligner : la séquence de cours en français et en philosophie spécialement adaptée aux autochtones; l'intégration des deux premiers ensembles d'éducation physique pour faciliter la pratique régulière d'un sport.
À améliorer : en philosophie, l'équivalence des contenus et de la charge de travail pour un même ensemble faisant l'objet de plans de cours différents; l'application de la PIEA (approbation des plans de cours); la concertation entre les instances dont dépendent la mise en œuvre de la formation générale et le développement d'une vision commune de ses intentions éducatives.

Collège Shawinigan (Qualité)
À souligner : le rôle des professeurs de la formation générale dans les centres d'aide à la réussite (CAR) et en français (CAF).
À améliorer : la vérification de la conformité des plans de cours en langue d'enseignement et littérature.

Collège de Sherbrooke (Qualité)
À souligner : l'articulation du projet éducatif autour de la formation fondamentale et l'intégration des intentions éducatives de la formation générale; l'adaptation des cours de formation générale propre aux programmes d'études des élèves.

Séminaire de Sherbrooke (Qualité)
À souligner : l'adaptation des cours de la formation générale propre aux programmes d'études; l'intégration des intentions éducatives de la formation générale dans les épreuves synthèses.
À améliorer : l'application de la PIEA; les instruments d'évaluation.

Cégep de Sorel-Tracy (Forces et faiblesses)
À souligner : l'existence de plans-cadres pour tous les cours donnés dans l'établissement; les exigences en français qui contribuent à la réussite exceptionnelle des élèves à l'épreuve uniforme en langue d'enseignement et littérature.
À améliorer : l'analyse, en collectivité, des résultats de l'autoévaluation; l'adaptation de la formation générale propre en langue d'enseignement et littérature et en philosophie; la vérification de l'application des politiques institutionnelles pour garantir l'équivalence des exigences et l'atteinte des objectifs; la révision, l'harmonisation et l'efficacité des politiques.

Cégep de Trois-Rivières (Qualité)
À souligner : l'adaptation de la formation générale propre aux programmes d'études et la concertation entre les professeurs à ce sujet.
À améliorer : la prise en compte de la formation générale dans les épreuves synthèses de programmes.

Collège de Valleyfield (Qualité)
À souligner : les mesures d'aide et d'encadrement.
À *améliorer* : la gestion pédagogique.

Vanier College (Qualité)
À souligner : l'adaptation de la formation générale propre aux programmes d'études; les épreuves synthèses de programmes.
À améliorer : la PIEA et son application.

Cégep de Victoriaville (Forces et faiblesses)
À souligner : les liens entre les contenus des activités d'apprentissage et les objectifs des cours de la formation générale propre et complémentaire.
À améliorer : les méthodes pédagogiques en anglais, langue seconde, en langue d'enseignement et littérature et en éducation physique; les modes d'évaluation; la gestion.

Cégep du Vieux Montréal (Forces et faiblesses)
À souligner : l'importance accordée à la formation générale dans le projet éducatif, le Centre d'animation du français (CANIF) et le projet *Encéphi* en philosophie.
À améliorer : l'adaptation des cours de formation générale propre en langue d'enseignement et littérature et en philosophie, la certification de l'atteinte des objectifs et des standards attribués à chacun des cours; l'équivalence des pratiques d'évaluation.

Conservatoire de musique de Montréal (Qualité)
À souligner : l'épreuve synthèse.
À améliorer : l'offre de cours en éducation physique; les mécanismes d'approbation des plans de cours et d'application de la PIEA.

Conservatoire de musique de Québec (Qualité)
À souligner : l'épreuve synthèse.
À améliorer : le respect des devis ministériels; l'application de la PIEA, notamment au regard de l'approbation des plans de cours et de l'évaluation des apprentissages; l'ameublement dédié aux activités liées aux cours de la formation générale.

École commerciale du Cap (Qualité)
À souligner : le leadership de la direction qui favorise l'intégration de la formation générale et spécifique; la formation générale propre et l'épreuve synthèse de programme.
À améliorer : l'évaluation des apprentissages dans certains cours.

École de musique Vincent-d'Indy (Forces et faiblesses)
À améliorer : les plans de cours de la formation générale, notamment afin qu'ils répondent aux intentions éducatives du renouveau et qu'ils respectent les prescriptions ministérielles; l'application de la PIEA.

Institut Teccart (Qualité)
À souligner : l'apport de la formation générale à l'épreuve synthèse de programme; le leadership de la direction en matière d'approche programme.
À améliorer : l'évaluation des apprentissages en éducation physique.

Institut de technologie agro-alimentaire de La Pocatière (Qualité)
À améliorer : l'évaluation des apprentissages en éducation physique.

Institut de technologie agro-alimentaire de Saint-Hyacinthe (Qualité)
À souligner : la réalisation d'un projet éducatif intégrateur portant sur les habiletés fondamentales.
À améliorer : l'adaptation de la formation générale propre aux programmes d'études.

Institut de tourisme et d'hôtellerie du Québec (Qualité)
À souligner : l'adaptation de la formation générale aux objectifs des programmes d'études.

Villa Sainte-Marcelline (Le Collège dans la Cité de la) (Qualité)
À souligner : le projet éducatif partagé par tous, professeurs et élèves, et qui oriente toutes les activités pédagogiques de la formation générale; l'originalité et l'efficacité des épreuves synthèses de programmes.

Appendix 1
The Commission's Approach

As in previous operations, the approach selected on a self-evaluation of the education offered by each of the colleges during a given academic year, in this instance 1996-1997, followed by a visit to the institution. An advisory committee[37] was formed to define the framework and outcomes of the evaluation. A specific guide was then developed and distributed to the colleges. The guide contained the eleven sub-criteria selected for the present evaluation, as well as the methods for collection of information and data. In order to evaluate the implementation of rests general education from a pedagogical point of view, colleges had to analyze a certain number of course outlines and gather feedback from their teachers. They also had to conduct student surveys. The Commission made available on its website a question bank that colleges could consult and use.

Colleges devoted approximately a year to the self-evaluation of the implementation of general education. For a few colleges, this was their first evaluation, the others having already gone through one of the five preceding evaluations. Almost all colleges formed an evaluation committee on which generally sat general education teachers and representatives of management. Teacher consultation mechanisms were also used to determine the actions to be taken to remedy any problems.

The Commission appointed the services of one teacher from each of the general education disciplines to analyze in depth samples of course outlines and tools for the evaluation of student learning chosen and submitted by the colleges. For each of the disciplines, the colleges had to append a copy of a course outline, as well as a copy of the instructions accompanying the student work described in the course outline, a corrector's copy, a copy of the final examination, and the transcripts of students who were given the course outline in Fall 1996 or Winter 1997. A grid was developed so that the analysis used the same criteria and the conclusions were based on the same data. The results of the analyses give a very good picture of the ways in which student achievement is evaluated in each of the disciplines. They highlight the pertinence of these evaluations in relation to the nature of objectives to be measured and standards to be respected.

37. The composition of the committee is presented in Appendix 6.

The Commission also used the results of the student surveys conducted by the colleges. This information, when compared with other types of data, allowed evaluation of, among other things, the implementation of the pedagogical aspects of general education in each of the colleges. The results were cumulated for the purpose of the present summary as colleges used questionnaires or parts of similar questionnaires drawn from the question bank available on the website of the Commission.

Each evaluation visit was made by a committee usually composed of five persons : one commissioner and one research officer of the Commission, one member of the advisory committee, as well as two persons from the college, university or socio-economic milieu, who acted as experts. Eighty-six persons from these different milieux have thus put their expertise to the service of this operation. The visits were spread out over a two-year period. The visits made it possible to validate the self-evaluation reports and have generally given place to an in-depth study of the situation specific to each college, namely through a description of the changes made since the preparation of the self-evaluation. The visits often were the occasion for fruitful exchanges with all concerned with general education, especially teachers and students, but also the professional staff and the management, as well as the program coordinators.

As far as methodology is concerned, the self-evaluation conducted by colleges is generally rigorous : data sources are varied and are collected using effective instruments. Much importance is given to the opinion of teachers and students and the data analysis reveals the strengths and weaknesses of the implementation of general education. Many reports are nevertheless more descriptive than analytical.

Appendix 2
Analysis of Data on Academic Success and Student Progress

Two sets of data have been analyzed : a first one on the success rate by session from Fall 1995 to Fall 1998 and a second one on the academic progress of the newly registered student cohort[38], that of Fall 1994 and 1995. The trends identified by the 1995 cohort were similar to those of 1994, so only the latter was retained to illustrate the significant phenomena.

The Successful Completion of Courses

The first set contains data on the successful completion of general education courses by all students, by the newly registered students and by the returning students[39]. The highest failure rates in general education are in *langue d'enseignement et littérature* and Language of Instruction and Literature as well as Philosophy or Humanities courses. The highest proportion of failure in these disciplines is concentrated in the first course and this phenomenon is even greater in the francophone sector. Therefore, the in-depth review of the successful completion of courses was limited to the first courses in these disciplines.

The data was provided by the *Direction de l'enseignement collégial* of the Ministry of Education. The information comes from the information and data management system on college registration (*SIGDEC* file). This file contains information on the newly registered (first registration at the college level) and returning students in a program leading to the awarding of the DEC, in regular as well as continuing education, in a public or private college, or in a government school. The processing was done by the Commission while taking into account three categories of variables which characterize :

a) *the institution :* college, language of instruction, teaching network (private, public, governmental schools);

b) *the educational program :* education sector (pre-university, technical), program, program group, professional or technical sector, course, general education course type, discipline;

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38. Students who register for the first time at the college level are considered as the newly registered (NR) category.

39. Students who have previously been registered at the college level are grouped under the other registered category (OR).

c) *the student :* sex, registration status (newly registered, returning), mark, successful completion, secondary school average, secondary school average category[40].

Academic Progress

The data on academic progress for the 1994 cohort come from the *Direction de l'enseignement collégial* of the Ministry of Education. The information comes from the data system on the academic progress in college (*CHESCO* file). This file contains information on newly registered students at the college level, returning students registered in a program leading to the awarding of the DEC, in regular teaching, in a public or private college or in a government school, for the 1994 and 1995 cohorts (Fall 1994 to Fall 1998).

For each student, the available variables are an individual code[41], the sex, the secondary school average, the cohort, the graduation indicator, the year-session of registration, the college, the program, the length of time at the college, the course number and the transcript comment (failure, pass, substitution, equivalence, exemption, incomplete). These variables have also allowed the generation of other information, such as the education sector, the secondary school average category and the successful completion. In this case also, the data processing was done by the Commission.

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40. In the present analysis, three categories of secondary school averages are used : below 70%, between 70 and 75%, and over 75%.

41. It is a unique, depersonalized code with no link to individuals.

Appendix 3

Successful Completion of Language of Instruction and Literature Courses in the Technical and Pre-university Sectors

In the Fall of 1998, the success rate in the first *langue d'enseignement et littérature* and Language of Instruction and Literature courses undergoes important variations according to the program group (approximately 30 points difference between the best result and the worst; tables 1 and 2). In Language of Instruction and Literature, the students of two program groups have success rates of at least 10 points less than the average success rate. They are Administrative Sciences (64,5 %) and Physical Sciences (64,9 %). For the Language of Instruction and Literature course, these two groups have superior results (74,3 % and 71,6 % respectively) in comparison to what is observed in francophone colleges, but clearly inferior to the average of students who have taken the Language of Instruction and Literature course (82.2 %). Efforts will have to be made to improve the situation.

Table 1
Success Rate in the 1st Course of
***Langue d'enseignement et littérature* (601-101-04)**
by Program Group in the Fall 1998

Program Group	Success Rate
Administrative Sciences	64.5%
Physical Sciences	64.9%
Arts	71.1%
Social Sciences	73.8%
Human Sciences	73.8%
Biological Sciences	74.3%
All students	75.0%
Artistic Sciences	75.5%
Arts and Letters	79.3%
Letters	79.5%
Science	92.3%
Multiples	96.0%

All Students 75.0%

Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : *All students* refers to students of all programs having taken the course 601-101-04.

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Table 2
Success Rate in the 1st Course of
Language of Instruction and Literature (603-101-04)
by Program Group in the Fall 1998

	Program Group	Success Rate
	Physical Sciences	71.6%
	Administrative Sciences	74.3%
	Social Sciences	78.5%
	Artistic Sciences	79.0%
	Human Sciences	79.5%
	Arts	80.0%
All Students	[redacted]	82.2%
	Biological Sciences	83.8%
	Letters	86.1%
	Sciences	94.2%
	Multiples	95.2%
	Arts and Letters	100.0%

Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : *All students* refers to students of all programs having taken the course 603-101-04.

The programs[42] which have the weakest success rate are identified in tables 3 and 4. In *langue d'enseignement et littérature*, 14 programs (out of 32) are made up of students whose success rate in the first course is inferior to 70 %. With the exception of the Fine Arts and the bridging session, the programs which appear in this table are from the technical sector.

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42. Among 32 programs with at least 25 registrants in the first *langue d'enseignement et littérature*. In Language of Instruction and Literature, only 20 programs met this condition.

Table 3
Programs in which Success Rate in the 1st Course of *Langue d'enseignement et littérature* (601-101-04) is below 70 %, Fall 1998

No.	Program	Success Rate
190.BO	Forest Technology	50.0%
243.11	Electronics	52.0%
221.02	Civil Engineering Technology	58.7%
152.03	Farm Management and Technology	59.8%
243.06	Industrial Electronics	60.1%
8101	Reception and Integration (bridging)	60.1%
322.03	Early Childhood Education	61.4%
410.12	Business Administration	62.2%
420.01	Computer Science Technology	63.9%
243.16	Electronic Design	64.5%
412.02	Office Systems Technology	66.3%
241.06	Mechanical Engineering Technology	66.9%
180.01	Nursing	67.8%
500.04	Fine Arts	68.8%
All students		75.0%

Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : *All students* refers to students of all programs having taken the course 601-101-04.

In the anglophone sector, only three programs (out of 20), all in the technical sector, are in the same situation.

Table 4
Programs in which Success Rate in the 1st Course of Language of Instruction and Literature (603-101-04) is below 70 %, Fall 1998

No.	Program	Success Rate
430.01	Hotel Management	57.%
243.11	Electronics	61.2%
243.06	Industrial Electronics	65.2%
All students		82.2%

Source : Data provided by SIGDEC (MEQ), Nov. 1999, and processed by the CEEC.
Note : *All students* refers to students of all programs having taken the course 603-101-04.

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Appendix 4
Members of the Advisory Committee

M^me^ Louise Chené
Commissaire
Commission d'évaluation de
l'enseignement collégial

M. Claude Moisan
Coordonnateur (jusqu'en juin 2000)
Commission d'évaluation de
l'enseignement

M. Jacques Bachand
Directeur des études de premier cycle
Université du Québec

M. André Carrier
Professeur de philosophie
Cégep de Lévis-Lauzon

M^me^ Margaret Chell
Professeure d'anglais, langue seconde
Collège Ahuntsic

M. Claude Chénier
Directeur général
Heritage College

M. Robert Donnelly
Professeur de Language of Instruction
and Literature
Champlain-St. Lawrence

M. Michel Gélinas
Directeur général
Collège André-Grasset

M. Serge Laferrière
Professeur d'éducation physique (retraité)
Collège de Bois-de-Boulogne

M. Pierre Leduc
Directeur général (retraité)
Collège de Maisonneuve

M. Robert Lemay
Professeur de *Humanities*
Champlain-St-Lambert

M^me^ Colette B. Melançon
Professeure de langue d'enseignement
et littérature (retraitée)
Collège Édouard-Montpetit

M^me^ Ninon St-Pierre
Directrice adjointe des études
Villa Ste-Marcelline

M^me^ Danielle Tessier
Directrice générale
Collège Saint-Alexandre

M. Étienne Tétrault
Consultant (retraité)

M^me^ Nicole Tremblay
Conseillère pédagogique
Collège de Limoilou

Appendix 5
Outside Experts

M. Gérald Allard
Professeur de philosophie
Cégep de Sainte-Foy

M. Jean-François Beaudet
Directeur général
Kuehne Nagel

M^me^ Louise Beaulieu
Professeure d'éducation physique
Collège de Valleyfield

M. Alain Bélanger
Chef du service à la gestion
Ministère de la Solidarité sociale

M^me^ Antje Bettin
Directrice de l'école de langues
Université du Québec à Montréal

M^me^ Mireille Bissonnette
Professeure de français
Cégep de Sainte-Foy

M. Jean Boivin
Directeur des Services des ressources humaines
Ministère des Affaires municipales et
de la Métropole

M^me^ Michelle Bouchard
Conseillère pédagogique
Collège d'Alma

M. Jean Boucher
Directeur en kinanthropologie
Université du Québec à Montréal

M. Gilbert Bouillon
Coordonnateur et conseiller en développement
Ministère des Finances

M. Jean-Pierre Brunelle
Directeur du module de l'activité physique
Université du Québec à Trois-Rivières

M^me^ Andrée Cantin
Conseillère pédagogique
Cégep régional de Lanaudière à Joliette

M. Neil Caplan
Chef du département de *Humanities*
Collège Vanier

M. Réal Carpentier
Attaché d'administration
Ministère de l'Environnement et de la Faune

M. Pierre Chicoyne
Professeur de philosophie
Collège Montmorency

M. André Corriveau
Conseiller pédagogique
Cégep de La Pocatière

M. Florian Côté
Professeur de philosophie
Collège d'Alma

M^me^ Linda Côté
Adjointe à la Direction des études
Cégep de Baie-Comeau

M. Louis Côté
Professeur de philosophie
Collège d'Alma

M^me^ Judith-Elaine Cowan
Professeure de langues modernes et de traduction
Université du Québec à Trois-Rivières

M. Bernard Demers
Doyen des études de premier cycle
Université du Québec à Rimouski

M. Jean Demers
Directeur de l'organisation et des ressources
humaines
Ministère de la Sécurité publique

M. Reynald Deraspe
Directeur
Centre d'études collégiales des Îles-de-la-
Madeleine

M. David Descent
Conseiller pédagogique
Cégep régional de Lanaudière à Terrebonne

M. Paul Deshaies
Professeur en éducation physique et sportive
Université de Sherbrooke

M. François Desjardins
Conseiller pédagogique
Cégep de Rimouski

M. Pierre Després
Professeur de philosophie
Collège Montmorency

M. Normand Dionne
Professeur d'éducation physique
Collège de Maisonneuve

M^me^ Edna Downey
Professeure d'anglais, langue seconde
Cégep de Saint-Jérôme

M. Bruno Dubois
Conseiller pédagogique
Centre de formation en métiers d'art
Collège de Limoilou

M. Claude Dumas
Professeur d'éducation physique
Centre d'études collégiales de Montmagny

M^me^ Anne Fitzpatrick
Directrice adjointe des études
Collège Marianopolis

M. Perry Fournier
Directeur des études
Cégep de Matane

M. Pierre Fournier
Conseiller en formation
Conseil du trésor

M. Maurice Gagnon
Professeur de théologie
Université de Sherbrooke

M. Jean-Pierre Gaudreau
Conseiller pédagogique
Collège Jean-de-Brébeuf

M^me^ Pierrette Gaudreau
Professeure en éducation
Université du Québec à Hull

M. Jean-Bertin Gingras
Directeur des études
Collège O'Sullivan de Québec

M^me^ Luce Goerlach
Directrice des études
Collège de Maisonneuve

M. Georges Goulet
Professeur d'université (retraité)

M^me^ Suzanne Guimond
Professeure d'administration
Cégep de Matane

M^me^ Patricia Hanigan
Adjointe aux programmes
Collège de Maisonneuve

M. Conrad Harvey
Directeur
Direction des acquisitions de biens
et de gestion des surplus
Assemblée nationale

M. Gilles Harvey
Directeur du module d'éducation physique
Université du Québec à Montréal

M. Jean-Claude Huot
Professeur des sciences de l'éducation
Université du Québec à Rimouski

M. Kevin Johnston
Professeur de langues secondes
Collège de l'Outaouais

M. Thierry P. Karsenti
Professeur d'éducation
Université du Québec à Hull

M. André Laferrière
Professeur de français
Cégep de Sainte-Foy

M. Thomas Lake
Professeur d'anglais
Centennial College

M. Fernando Lambert
Professeur de littérature
Université Laval

M. André Lapré
Directeur des études
Collège André-Grasset

M^me^ Diane Larivière
Conseillère pédagogique
Cégep de Granby Haute-Yamaska

M. Yves Laurendeau
Adjoint aux programmes
Collège de Maisonneuve

M^me^ Katharina Lauzon
Adjointe à la Direction des études
Collège Heritage

M^me^ Rose-Marie Lèbe
Professeure agrégée
Université de Montréal

M. Benoît Leblanc
Professeur de français
Université du Québec à Trois-Rivières

M. François Lepage
Directeur du département de philosophie
Université de Montréal

M. Maurice Lorent
Conseiller pédagogique
Cégep Beauce-Appalaches

M^me^ Lucie Magnan
Professeure de français
Cégep de Sainte-Foy

M^me^ Suzanne Malo
Conseillère pédagogique
Collège de Rosemont

M. Martin Maltais
Professeur de langue seconde
Collège d'Alma

M^me^ Bernadine McCreesh
Professeure en arts et lettres
Université du Québec à Chicoutimi

M. Thomas McKendy
Chef du département *Liberal and Creative Arts and Humanities*
Collège Marianopolis

M. Nathan Ménard
Professeur titulaire
Université de Montréal

M. Gervais Michaud
Coordonnateur de philosophie
Cégep de Sainte-Foy

M. René Moisan
Professeur de français, langue seconde
Champlain- St. Lawrence

M^me^ Greta Hofmann Nemiroff
Professeure de *Humanities*
Dawson College

M^me^ Hélène O'Bomsawin
Professeure de langue seconde
Collège d'Alma

M^me^ Lise Ouellet
Conseillère pédagogique
Cégep de Sainte-Foy

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Directeur du Département des sciences de l'activité physique
Université du Québec à Trois-Rivières

M^me^ Alida Piccolo
Directrice adjointe
Ministère des Relations avec les citoyens et de l'Immigration

M^me^ Suzanne Pichard
Coordonnatrice des langues
Cégep de Sainte-Foy

M. Guy Provost
Directeur des programmes
Fonds pour la formation de chercheurs et l'aide à la recherche (FCAR)

M. Paul-André Quintin
Professeur de philosophie
Université du Québec à Trois-Rivières

M. Christian Ragusich
Conseiller pédagogique
Collège de Limoilou (Campus de Charlesbourg)

M^me^ Lucie Robert
Directrice des études avancées à la maîtrise et au doctorat en études littéraires
Université du Québec à Montréal

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Professeur de linguistique (retraité)
Université Laval

M. Jean-Claude Simard
Professeur de philosophie
Cégep de Rimouski

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Consultante (retraitée)

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Chef de service GET
Société de l'assurance automobile du Québec

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Professeur de philosophie
Université Laval

M. Denis Tremblay
Professeur de français
Université du Québec à Trois-Rivières

M^me^ Yung Truong
Professeure de français, langue seconde
Vanier College

M^me^ Alyne Turcotte
Responsable de la formation
Ministère des Relations avec les citoyens
et de l'Immigration

M. André G. Turcotte
Professeur de français
École nationale d'aérotechnique du
Collège Édouard-Montpetit

M. Egan Valentine
Directeur du Département des langues modernes
et de traduction
Université du Québec à Trois-Rivières

M^me^ Maïr Verthuy
Professeure titulaire
Université Concordia

M. Jean-Pierre Vidal
Professeur en arts et lettres
Université du Québec à Chicoutimi

M^me^ Suzan Woodruff
Professeure d'anglais
Champlain-St-Lambert

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Appendix 6
Criteria and Sub-Criteria Used

Three issues have guided the choice of dimensions retained for the present evaluation : the program coherence and the choice of methods used to achieve the changes required by the renewal, the collaboration in the implementation of changes, and the impact of the successful completion of courses on student progress. For each of these issues, the Commission has retained a certain number of criteria and sub-criteria :

To evaluate the coherence of student learning, as well as that of the measures used to implement it, the Commission has used the following five sub-criteria :

- Clearly defined learning activities are consistent with the determined standards and objectives (sub-criterion 2.2)[43].

- Teaching methods are adapted to general education course objectives and standards (sub-criterion 3.1).

- Learning activity requirements are clearly defined, are adequately reflected in course outlines and are consistent with the objectives and standards for each course (sub-criterion 2.4).

- The methods and tools for evaluating student achievement are adapted to general education course objectives and are set in accordance with regulations governing Institutional Policies on the Evaluation of Student Achievement (PIÉSA) (sub-criterion 5.2).

- The program exit assessments in progress take into account the educational intentions pursued in general education (sub-criterion 5.5).

To evaluate the management and resources allocated to general education, the Commission has used the following three sub-criteria :

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43. The number in parentheses refers to the sub-criteria of the "*General Guide to the Evaluation of Programs of Studies by the Commission d'évaluation de l'enseignement collégial*".

COMMISSION D'ÉVALUATION DE L'ENSEIGNEMENT COLLÉGIAL, January 1994, 26 p.

- Teacher competence and motivation are maintained and developed through research or professional development activities (sub-criterion 4.3).

- The quality, quantity, and accessibility of material resources, teaching tools and documentation are adequate (sub-criterion 4.4).

- Structures, task management, and methods of communication are well-defined and promote the quality of the implementation of general education (sub-criterion 6.1).

To evaluate the efficiency of the implementation of general education and course success rates, the Commission has used the following three sub-criteria :

- The course success rate is satisfactory (sub-criterion 5.3).

- An acceptable proportion of students complete general education within the time frame prescribed for awarding the diploma (sub-criterion 5.4).

- Measures designed to detect learning difficulties and to provide guidance, support, and follow-up, do enhance student success (sub-criterion 3.2).

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